

# Educational Supplement

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## Break

### Federal radicals

A group of European teachers (plus a reporter from the TES) were invited to West Germany last month to a seminar on the Social Role of the Teacher organized by the Gustav Stresemann Institute in Hiltrop in Bergisch Gladbach outside Cologne.

The visitors—the British at least—did not quite get what they expected. No general sharing of common problems in secondary schools, heart searching on the lines of "Should I whip a child's nose and risk imposing my middle-class values on him?"

Instead the seminar was intensely political, and the role of the foreign visitors seemed largely to be to secure the German government sponsorship available for such international meetings that would not otherwise have been forthcoming.

None of the German teachers actually taught in secondary schools. They all taught in vocational schools—roughly equivalent to our technical colleges. All but one of the Germans came from the same town (to enable them to work together afterwards, the organizer said), they were all members of the teachers' union and all taught politics, economics or sociology.

German lecturers at the conference took it for granted that a teacher should adopt a strong social and political standpoint in his teaching. Because the seminar was arranged by those clearly of an anti-authoritarian, anti-capitalist and anti-militarist outlook, the assumption was that a more or less Marxist line and disaffection towards the army should be taught (conscription still endures in West Germany).

A professor of political didactics (not a prominent area of study in this country) wanted teachers to teach the biologically questionable doctrine that all human aggression was socially determined, that there was no such thing as instinctive aggression and that wars were not, therefore, inevitable. The professor found it incredible that in other countries it was thought proper to present all sides of an argument and let the young make up their own minds. Such wily decisions could not be left to the young and inexperienced.

### Coke's message

The conference kicked off with a rather burrowing film about neo-colonialism in Mexico that relied on repeatedly flashing silhouettes

of a Coca Cola bottle, among other images, to put over the message about exploitation. Other less obvious devices were pictures of a man strangling a cow's udder with a very long sausage and the rather bloody slaughtering and disembowelling of a cow.

Then finally a large conveyor belt rolled across the screen. On this was written the name of every conceivable international grouping—the United Nations and the boy scouts, and multi-national companies like General Motors, Unilever and Shell. The inclusion of British Leyland was presumably intended seriously.

Later films included moral rules about the need to get on with one's neighbours and a parable in which a Hitlerian figure schools a group of young children in the arts of war. Elsewhere in the house other groups of teachers were meeting to discuss things like political education for women, and there were also groups of "young workers" from Germany and Holland brought together to discuss their problems.

To the English, accustomed to avoiding conflict and equating open politicking with unsound radicalism, the discovery that politics can be something of a shock. Teachers' unions are socialist or conservative, for instance. Funding for an experiment at Oldenburg University to try out a common teacher training course for all kinds of schools is likely to be cut off now that the party not favouring comprehensive reform has got into power in the Province.

### Why the discontent?

Politics are generally more prominent in German life, of course, because of the country's position historically and geographically. But the politics of education are more than a party political dogfight. There seems to be considerable discontent with some of the results of the rigidly divisive secondary schooling system that operates in most of West Germany. There are still only a few experimental comprehensive schools, and their future is the subject of an intense political wrangle.

This is stirred up by the discontent of teachers who are paid less and get less training because they teach in vocational schools or the equivalent of secondary moderns which take about half the population. The technical high schools and grammar schools between them account for the rest.

Basic rates in a grammar school can be DM2,200 (£550) a month compared with DM800 (£200) in one of the vocational schools. Training and initiation for a grammar school teacher can take as long as seven years.

There was clearly no love for the selective system among the seminar's German participants. One of the speakers described its origins, modelled by Bismarck in the nineteenth century on the British public school system. The aim was, the speaker said, to ensure one



"I was so ashamed, I read the only one whose mother hadn't rung the family phone in."

educated class and another that was schooled in the diligence and disciplines required in a workforce.

### In a German school

But if German grammar schools are particularly advanced in some ways, in certain respects they compare unfavourably with most British secondary schools. Judging from the virtually new one chosen for the seminar to visit (though perhaps just now British teachers are wary of "typical" schools), the school was ordered and tidy, though virtually every internal door was kept locked unless a teacher was in that room. Class sizes were very high, with the numbers having to get into the 40s before they were allowed to be split into two groups.

This mixed school of 1,300 pupils was poorly equipped with laboratories. There was one each for chemistry and biology, and both were very basic. Clearly no practical physics was done though there was a specially equipped lecture theatre for demonstrations. The school had no technical or craft work beyond the equivalent of art and a half secretary, and a school keeper came rephotographs operator.

Every teacher was expected to take a hand in administrative work, and three of them had taken three weeks of school time to prepare the statistics required by the federal state.

### Right priorities

When two or three teachers are gathered together the subject of pay inevitably seems to come up. But when pensions were mentioned at the seminar there was a clear distinction between the German and English teachers. The German average age certainly under 40, and the English average age probably approaching 40 with one or two facing the prospect of drawing their pension, had no idea.

Another clear distinction in working conditions was apparent from the times of the seminar. It was held in German school terms, time or the Germans would not attend and in the English teachers' Easter holidays or they could not have.

### Back in London

Student teachers might be thought of as the least of the items on the official agenda—from curriculum and standards to teacher training and preparation for work—will be deeply affected by the way they learn their job; they, in their turn, will be less affected by the top subject on the hidden agenda—cuts.

But surprise, surprise, they had no direct official representation on the guest lists for the travelling debate team. So the mature academics at London University's Institute of Education saw it as their responsibility to run their own spin-off programme as a contribution to the discussion.

Unfortunately, the students proved not to have quite the same ruling wisdom. The DES, and though they thought they had persuaded some star performers to appear, few of the big names actually turned up last Wednesday.

Dr A. H. Halsey was in Brussels instead of putting the case in Bismarck for positive discrimination. The Institute's own Basil Bernstein had to go to Brazil instead of leading a discussion on progressive and non-progressive movements in curriculum developments. Joan Lester, MP, was detained by her dentist and a wisdom tooth. It left a sizable hole in the programme.

The audience turned up all right, though, and managed very nicely without the stars. Indeed, several hundred students and in-service teachers from around the country, plus a sprinkling of pupils, got closer to the heart of what a curriculum is about than any of the senior, so-called public debates.

They did their bit on cuts of course. The Halsey substitute, David Currie, a lecturer at London's Queen Mary College, set out the standard alternative strategy for the economy: having placed on import and price controls, and changes in the nature and directions of public expenditure, it looked like a standard alternative big bang and beads audience.

But the solutions were greater with considerable support. Not that they wanted education cuts either, they just frankly could not see what import controls had to do with it.

But the most impassioned discussion of the day was inspired by Ken Worpole's description of his Centreprise Publishing Project. "Judging by the TES," he said, "there's more money spent on finding out why the working classes don't read books than helping them to buy them."

At Centreprise they are encouraged to write and publish

them too. Locally written books now sell better than Jaws in their Hackney high street bookshop, and a boy poor with a written off at Hackney Downs outsells every living poet except Beethoven. "In Hackney, school changes nothing," Ken Worpole said. "Kids who apparently cannot cope with Ladybird read Hi-Fi Special under their desks."

The audience lapped up the ideas he threw out for stimulating English teaching, even swallowing a little working-class consciousness and demystification along the way.

"We felt we must take part in the great debate and help to open it up," said Tim Hall, one of the organizers.

Oddly enough, it was the Institute's own director, Dr William Taylor, who remarked at the Newcastle debate that the greatest value of the official conferences might be the stimulus they provided for others around the country.

### Nigerian safari

Mr Ray German, who was dismissed from his post as head of the Alun Comprehensive School, Mold, North Wales, two years ago, has been appointed to a senior education post in Nigeria.

He flew there on Tuesday to begin work as a principal education officer for the Nigerian Government. His job will involve teacher training, curriculum development, and the country's vast northern territories.

Mr German, who is 49, worked in the West Indies and London before going to North Wales five years ago. As head of the Alun Comprehensive he quickly established a reputation for the energetic pursuit of progressive teaching methods.

A year ago he helped to form Clwyd Watchdogs, an anti-bureaucracy group which campaigned against alleged waste and inefficiency in local government. At present he is considered a leading light in the Clwyd County Council election.

Mr German said: "I am looking forward very much to my new job. The people of Nigeria have a unity of purpose and are making progress for the good of everyone in the country."

Aristides

### Next week

Parents as partners—the first of a two-part series. Eric Midwinter, an author, educationist, and a parent who stay away, Tim Albert on the Newham Parents' Centre. Julian Le Patourel looks at the planning implications of last year's drought. Frances Hill writes about literary journeys in the British Isles. Books: Carl Slevin reviews a new study of the National Front; Virginia Makins writes about child development; academic history texts.

## Think Tank warns of dangers of getting population sums wrong More jobs in jeopardy as birthrate falls

by Stephen Cohen

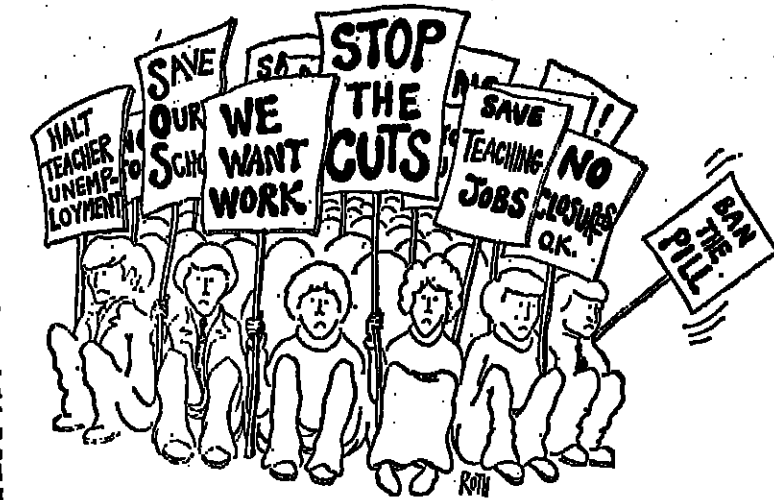
Savings of more than £1,000m a year in public spending could be made if planners got their population sums right, a Think Tank report revealed this week.

Otherwise there is a danger that too many teachers will be produced, too many school places left unfilled and higher education will have empty buildings in the next 10 to 20 years. This is because too little notice is taken of population changes, says the report from the Central Policy Review Staff—the Government's Think Tank.

It is the first time that any government agency has put on paper an estimate of the possible savings for education and other public services because of falling population. The report emphasises that the social services—education, health, housing and social security—should pay greater attention to changes in the birthrate when decisions are being taken on the future of schools, hospitals and homes.

The report uses three different estimates of the population of Great Britain to the end of the century. Two of these are the "central" and "conservative" projections which were published in 1975. The third, a "very low" projection, was prepared for the report. All three show a continued decline in births for the next few years, an upturn to a peak in the late 1980s and then a gradual fall to the end of the century.

Although the planners are agreed on the likely pattern of decline, peak and fall, the difference between the central and very low projections could amount to well over £1,000m in public spending. The savings would be made if planners took account of the differences and produced options for Government.



most departments which take the major decisions on public spending. The Think Tank report sets out a number of options for education. On all the projections, the size of the school population declines substantially to the mid-1980s. By 1995 there will be 1.7 million fewer children or two million fewer, depending on the projections used. Thereafter, the central projection remains static till 1990 and rises to just under 10 million by 2001.

The variance continues to decline to 7.1 million or 6.4 million by 1990, rising slowly to only 7.9 million or 7.1 million by 2001. Common features are a trough in primary school numbers around 1984-86 and a corresponding trough in secondary school numbers by 1989-91.

The question for the Department of Education and Science, the report says, is whether teacher numbers should decline with pupils or, to find, alternative community schools, or to find, alternative community schools, or to find, alternative community schools. There will also be a surplus of nursery buildings and teachers

unless more three-year-old children are admitted.

The number of young people taking more higher and further education will reach a peak in the mid-1980s. The Government's present policy is to make staff-student ratios less generous in this period. In the 1990s numbers (on currently predicted rates) will fall substantially.

The options for higher education are to allow staffing ratios to improve in the 1990s and accept that some buildings and facilities will be underused, to encourage student numbers to rise higher than expected, to limit provision for the peak 1980s' demand by a temporary restraint on admissions or tougher staffing ratios and accommodation standards.

A continued low level of births would allow for other options, says the report. Nursery education for most children could be achieved easier than expected or specially designed accommodation might be a priority claim on resources.

The report says that social services are virtually insoluble. "In the past 15 years education and the social services have received more than their proportionate share in increased public expenditure. And public spending has risen considerably faster than national output."

In part the growth in expenditure in education and social services reflected demographic pressures but in large part they went to provide real improvements in standards. Yet needs were far from satisfied.

"Indeed, public expenditure of yet further improvements seemed to grow with increased provision. It is clear that resources can never be provided on a scale which will meet the full range of needs of professional practitioners, the ambitions of pressure groups or perhaps

continued on page 3

### Down the scale

Promotion prospects look bleak, warn two teachers' unions. Staff will have to stay on basic scales for up to 15 years.

### Fewer boarders

Figures released at the Boarding Schools Association annual conference show local authorities have significantly reduced their boarding education in recent years.

### Rebel response

Teachers and parents in Tameside show strong support for grammar schools, according to a referendum conducted by the authority which looks like being the only rebel to miss next week's deadline set by Mrs Williams for the eight anti-comprehensive L.E.A.s to produce their all-ability schemes.

### Ex-service

Shirley Williams's success in getting £7m for local authorities to spend on in-service training of teachers has been largely fruitless, a teachers' union says. It reckons four fifths of the money is being spent on something else.

### Britain assessed

Britain cannot afford to become "a CSE Mode 3 nation", Mr Tom Howarth, former high master of St Paul's, said this week.

### Heart without head

Fifth formers make all the right noises about the environment but actually know little about it and are unlikely to do anything to help preserve it, a survey has found.

### Tory time

Now that they control most of the education authorities Tories are in confident mood as they formulate their policies. Back to basics in the classroom, monitored standards and teachers going off into industry for a spell are among them.

### Parents as partners

In the first of a two-part feature series, Eric Midwinter argues that teachers need to sell their product more aggressively to parents.

### Long hot summer

Last year's drought gave Britain an unexpected jolt. Julian Le Patourel, a water authority administrator, outlines the juggling act which must now be made between social and economic priorities.

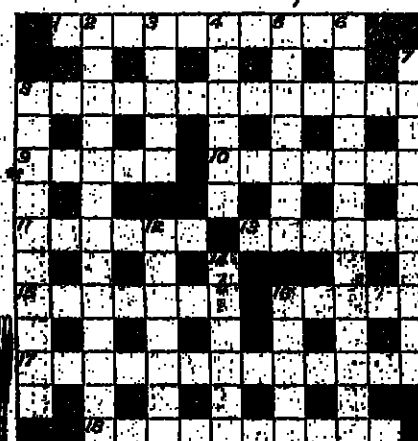
### Extra: Art, craft and design

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Classified ad index

### Crossword No 1,085



ACROSS  
1 Appointment is use with such a fee (10).  
3 You expect a degree of congruence from him (6,7).  
4 A state just one with paper and with eyes wide (10).  
5 Sorry on the bus (10).  
6 Dear behaving like a spool (5).  
7 Though I might be, I would (10).  
8 Presumably would (10).  
9 never get you down (7).  
10 After English, years of promise (10).  
11 A mathematical middle, makes one catch one's breath (10).  
12 A splendid lay-in (10).  
13 A splendid lay-in (10).  
14 But before ten (5).  
15 20 per cent notably (5).  
16 Solution to Puzzle No 1,084.

DOWN  
1 One who is certainly out of place (7,6).  
2 Knowing like Oiler (5).  
3 They have his attached to them (7).  
4 Finish for flat (10).  
5 A splendid lay-in (10).  
6 A splendid lay-in (10).  
7 A splendid lay-in (10).  
8 A splendid lay-in (10).  
9 A splendid lay-in (10).  
10 A splendid lay-in (10).  
11 A splendid lay-in (10).  
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27 A splendid lay-in (10).  
28 A splendid lay-in (10).  
29 A splendid lay-in (10).  
30 A splendid lay-in (10).  
31 A splendid lay-in (10).  
32 A splendid lay-in (10).

### Bridge

Most players can make pretty good use, if not the best use, of their winning cards. You will know the good player by the use he makes of his losing cards.

This is the simplest form of the oldest, coup of all the end-play, sometimes called a throw-in play. In essence, you throw the lead to an opponent at such a time as he has an awkward lead.

What South did on this occasion was make the best use of the trick he had to lose. This, of course, he did, not just lose it, but make it. He did not just lose it, but make it. He did not just lose it, but make it.

West leads the king of clubs against 5 spades, and South is dismayed by the exactly even distribution in his two hands, 5-4-2-2. No chance of a ruff, so it looks as if he must lose a trick in clubs and another in clubs, unless of course the diamond finesse works.

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John Graham



## A new framework for youth

The long-awaited Holland proposals are published this week (pages 8 and 9). It is now confidently expected that the Government will provide the money for a major expansion and rationalization of the work preparation and work experience opportunities to be offered to young people who would otherwise be unemployed. During the past two years a mixed bag of ad hoc projects has been introduced—among them the direct training and rehabilitation programmes, and the job creation and work experience schemes—through which about 100,000 young people pass in a year, at a cost of about £105m. The new programme, costing at £168m, is aimed at raising the number of young people who can benefit to about 235,000 by providing a total of 130,000 places—that is, providing at any given time 130,000 other things for young people to do beside being unemployed.

The big expansion comes under the work experience heading. The aim could be to create a total of 82,700 openings of various kinds, including community service and the kind of activities now supported through work experience and job creation schemes.

A key feature of the new programme is the proposal to pay young people taking part a flat rate £18 a week (including £2 a week travel money), thereby replacing the complicated mix of different payments which has grown up during the years of improvisation.

The report draws attention to the obvious difficulties which must arise if—and when—a youngster on one of the MSC schemes wants to move into full-time Further Education, and discovers that by doing so he stands to lose his £18 a week. This is only

another way of pointing out the anomaly of virtually guaranteeing those who leave school £18 a week, while expecting those who stay on in education to depend on parental support and spare-time earnings. Education maintenance allowances, when paid at all, only average £2.22 a week and depend on a rigorous means test.

The DES is well aware of the difficulties which loom ahead. The cost of simply giving everybody over 16 the same state bounty, in work experience or in school or college experience, puts any such simple and logical remedy out of the question. But the more the youth opportunity guarantee is rationalized, the nearer the time comes when the needs of the 16-19 age group have to be looked at as a whole, and the more absurd becomes the contrast between the free-spending Manpower Services Commission and the tightly reined L.E.A.s.

How to find a way out of this box is a major concern at Elizabeth House. The MSC's lavish resources and expensive programmes receive Mrs Williams's backing because the fate of the young unemployed is close to her heart. But, because she cannot guarantee that money provided for L.E.A.s from the education budget will actually reach any particular priority need—like poorly prepared school-leavers who face unemployment—she is sliding to extremely difficult to get education's share of the resources available for this age group.

### No comment

"The Faintest were made of bamboo and stood together with time." Quotation from a fourth year CSE history pupil at a Bromley school.











## Parliament

## Teachers' meals won't be axed

By the end of the summer the Government will tell I.E.A.s how to save on school meals—but not at the expense of supervising teachers, Miss Margaret Jackson, Under-Secretary for Education and Science, told the Commons this week.

She had been asked by Mr Timothy Raithe (Lewes, C) what steps were being considered to reduce the £23m cost of subsidizing teacher meals.

Teachers exercising supervision during the midday break, she said, performed a valuable service. It would be wrong to consider in isolation the cost of subsidies.

The consultative document sent to local authority and teacher associations, among others, invited suggestions and comments by the end of May on how economies could best be made.

Mr Raithe welcomed the prospect of guidance to save money needed for other parts of the education system, but he asked the minister to give this "a bit of a boost".

Miss Jackson said some people misconstrued the need for a school meals service. It was not to agree. If teachers were performing duties, they had a right under the 1968 agreement to receive a meal.

Mr Norman St John-Stevens, chief Opposition spokesman on education, said that although these meals were technically free, teachers got them in return for supervising the children's breaks. If they withdrew their services, there would be extra heavy expense or the school meals service would have to be abandoned.

## DES under fire over 'missing' books

The cut in the number of new school books was brought up in an adjournment debate in the Commons by Mr Philip Goodhart, Conservative MP for Bromley, Kent, this week.

He recalled that the Association of Education Committees used to issue recommendations on the amount of money local authorities should spend on buying school books. The AEC had been disbanded and its last set of recommendations came in 1975.

The Bullock report on literacy found little enthusiasm in the DES or I.E.A.s for a standing working party to investigate the allocation of resources to school books. The report made clear that the working party's first task would be to recommend minimum figures for books in schools. Why had the DES been reluctant to carry this out?

Mr Goodhart said that 1972-73

marked the high point of book provision. In that year, using figures adjusted to 1976 prices, an average of £3.10p was spent on books for each child in an English or Welsh primary school. By 1975 this had fallen to £2.73. In 1972-73 the figure was £6.43 for secondary schools and by 1975-76 this had fallen to £4.73. Meanwhile, book prices had soared by an estimated 64 per cent over three years.

While some I.E.A.s behaved well over the supply of books, many did not. There had been cuts and there were enormous disparities between areas. He had heard reports of headteachers asking parents to help pay for textbooks.

When Mrs Thatcher was Education Secretary and there were cuts in the education budget, she had specifically asked authorities not to cut back on the supply of books. No such recommendation had been made now. At a time when there was supposed to be a wide-ranging debate on education, Mr Goodhart

thought it crazy that books should be ignored.

Miss Margaret Jackson, Under-Secretary for Education and Science, replying, pointed out that the education service was highly decentralized. It was not simply that the Education Secretary was unable to tell I.E.A.s how much to spend on books, but I.E.A.s within their own areas delegated a great deal of responsibility in such matters to headteachers. It was hard to give a reliable national picture of the spending on textbooks and books for school libraries.

Past figures had been unreliable and the difficulties had led to a halt in the collection of figures. Even if there were more books, control any statistics would be subject to some discrepancy.

She was not saying books were not essential. They were vital but nevertheless only one factor in an authority's spending power. An authority spending large sums on books might be doing its pupils

## Reports by Alan

## little service if it was on teachers.

Everyone regretted the spending on books but the heart did not seem to be in account developments in technology and teaching. While there would always be a need for books in some areas where books were the only items available to a teacher.

Authorities should try to do more. The DES had the same level. It had to maintain the pupils' knowledge of local authorities to do more. The DES had the same level. It had to maintain the pupils' knowledge of local authorities to do more.

Spending on books had to be cut in public spending. The day when authorities were able to increase book spending would probably be the same difficulties of accurate statistics.



Skateboard enthusiasts taking to the shorter slopes of Kensington Gardens last Sunday. Their favourite run, Broad Walk, had been gravelled over just before the weekend in an attempt to discourage them.

## Questions: But they can't see the wood for the environmental trees...

by Bob Doe

English fifth formers make all the right noises about the environment, but they know little about it, according to a survey of 11,000 of them. They are unlikely to do anything to help to preserve it and they do not recognize the environmental problems on their own doorsteps.

The survey is part of a wider investigation into pupils' knowledge and beliefs about the environment, which is being carried out in North America, England and Australia. The report of the English survey is written by Mr Richard Morgan, of the school of education at Preston Polytechnic, and Mr James Richmond, of Ohio State University.

About 30 fifth formers in each of 333 English schools replied to a questionnaire. Only 14 of the 43 questions designed to test their knowledge of the environment were answered correctly by more than half the pupils. These ranged from knowledge of such things as the population of Britain or the whole world, causes of the decline in numbers of birds of prey, the Torrey Canyon and the climatic effects of air pollution and temperature inversion.

Most of the pupils had "moderately positive attitudes towards the environment", the report says. More than half chose the conservation alternatives in questions about such things as the preservation of British forests, restoration of surface mines and recycling waste.

But these should not be regarded as real beliefs. The tests showed that they were not based on a firm grasp of the facts underlying these issues. "The rather low level of environmental knowledge revealed in this survey should be a matter of some concern to the educational community. Although it might be argued that many of the factual questions were difficult, they nevertheless relate to issues of great consequence to the health and well-being of the English people."

A large majority agreed that "man has a moral responsibility to protect the natural environment", but fewer than half believed that car use, industrial growth and family size should be limited. The most frequent response to questions about "land use, traffic, pollution, health and crime problems in their own areas was that there were none."

The tests also suggested that girls and pupils in secondary modern schools appeared to know and care less about the environment. A national survey of the environmental knowledge and attitudes of fifth-year pupils in England, obtainable from Mr R. Morgan, Preston Polytechnic School of Education, Chorley, Lancashire, Union Street.

## Minister heralds new era for adults

The era of the mature student began in the 1980s, said Mr Gordon Oakes, Education Minister at State, at the opening of a new adult education centre in Leeds at the weekend.

Spare capacity in universities and colleges, together with national prosperity, increasing from North Sea oil, would lead to expanded opportunities for part-time and full-time education for the over-25s. Colleges which gave up their teacher training function because of the declining school population

should be used for adult and continuing education. There would have to be a more widespread acceptance of educational technology in adult education, he said. "Already highly sophisticated techniques permit an enormous amount of information to be accessible to someone who does not even have to leave his home. The television screen, activated by dialling through a telephone, can become virtually a language laboratory, a lecture room or an examination."

## Watch the nursery class 'cruisers' — Bruner

A child in the average nursery class received only 20 seconds of the teacher's time for every minute of a lesson, said Professor J. S. Bruner, director, Oxford Pre-School Research Group, at the weekend.

In some classes, he told the Association for Early Childhood Education conference in Oxford, much time was wasted through mismanagement. Verbal contact between teacher and individual child was often minimal.

Many children spent a lot of each lesson moving around. Those who lacked the ability to concentrate became noticeable "cruisers", wandering from person to person in search of new interests.

The "cruisers" were not necessarily aggressive or interfering but if the teacher failed to notice them, they might well become the disruptive students of the secondary school.

More learning—and a great deal more constructive communication—would take place in class if children were encouraged to work in groups on definite projects. At children's games, the group could establish their own practices and, with the help of the teacher, learn to cooperate to achieve a goal. This would mean that serious

## Prescription for balanced health studies

All children need a carefully balanced programme of health education, say the team responsible for the Schools Council five to 13 health education project. The final part of the project was published last week.

The results of this three-year, £10,000 project are two teachers' guides. All about me, for those who teach five to eight-year-olds and Think Well for nine to 13-year-olds. The original versions have been tested and modified in trials in 100 schools in England and Wales.

The aim of the project was to help children to become more aware of themselves and to help them to face difficult health and personal decisions. Instead of just giving information on health and safety topics, it wants children to discuss and form sensible attitudes towards such things as hygiene, road safety, eating, alcohol, sex and smoking.

Mr Trevor Williams, the project's director, said it was important to form these attitudes while children were still young. Most teachers concerned in the trials had been enthusiastic.

Mr Cecil Jacobs, head of an Oxford middle school and a member of the project's consultative committee, said that in his school health education was now second in popularity only to games for boys and home economics for girls.

He introduced it to the curriculum eight years ago when he discovered that only eight of the 36 11-year-old girls knew anything about menstruation. He produced 20 examples of letters from parents supporting his move. Some said it had helped them to talk about sex to their children.

All about me and Think Well Teachers' guides published by the Schools Council by Nelson, prices £2.95 and £12.

## Gnat west

Exeter school children were hunting mosquitoes this week—for inspection by Mr Tony Adams, curator of Exeter Museum. The television screen, activated by dialling through a telephone, can become virtually a language laboratory, a lecture room or an examination.

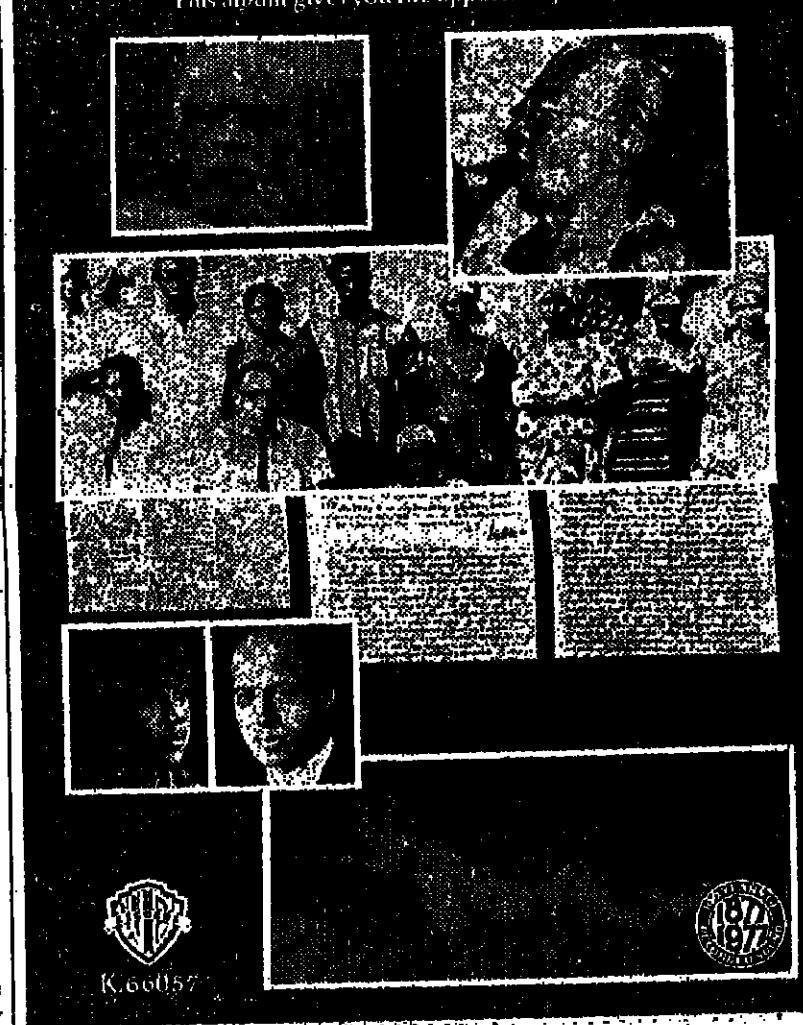
Miss N. L. Goddard, LEA inspector, said the role of parents in the first school should be extended and encouraged. Many of them needed to be reassured that their children were receiving the right kind of education.

Teachers should establish closer links with parents and incorporate them into the school's activities.

## ALEX HALEY tells the story of his search for ROOTS



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## SPECIAL ANNOUNCEMENTS

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Details from:

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## YOUNG VOLUNTEER FORCE FOUNDATION

Day Conference Thursday 2 June  
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## THE MANPOWER SERVICES COMMISSIONS NEW ARM OF EDUCATION FOR 16-18 YEAR OLDS

Speakers: Geoffrey Hodgson, People's Education, London; Dr. John H. Coatsworth, M.C.S. working party on the Youth and Work; Gail Fowler, M.P. Chairman Youth Advisory Commission, N.Y.P.F. A free place available to students. Diane Wicks, N.Y.P.F. 7 Leamington Road, London E20 7JH. Tel: 01-491 6996.

## 11th Annual Plowden Conference

Bishop Grosseteste College, Lincoln

22-25 August 1977

Write for details to The Secretary,  
Bishop Grosseteste College, Lincoln

## Girls don't realize what engineering has to offer

Prejudice in industry and schools against girls taking up engineering as a profession is worrying, Mr Gordon Oakes, Minister of State for Education and Science, told the Commons this week.

One of the difficulties, he said, was that girls did not realize the possibilities that might be open to them in engineering in the future. There should be cooperation on this between industry and education.

Asked about steps taken to encourage the study of engineering at school and in further education institutions, Mr Oakes said that the Secretary of State was altering the awards arrangements and examining the possibility of a scholarships scheme with the aim of attracting more able students into engineering and other courses of value to industry.

The UGC, the Council for National Academic Awards and the Technician Education Council were reviewing the structure and content of engineering courses with the needs of students and industry in mind. But in the schools, the Secretary of State attached greater importance to improving the teaching of mathematics and physics than to the development of engineering as a separate subject.

They were always looking at ways in which the links between universities, polytechnics, schools and indus-

try over engineering could be strengthened.

Mr Keith Hampson (Ripon, C) said that for months he and Labour MPs had been trying to get released to MPs the best analysis of this problem—the results of a joint working party. Mr Oakes said the document would be published.

The universities which are to be asked to run top-flight courses combining engineering and business studies to lure the ablest students into manufacturing industry were named by the Education Secretary this week. They are Birmingham University; Imperial College, London; Manchester University's Institute of Science and Technology and Business School; and the University of Strathclyde.

The University Grants Committee, which asked universities for proposals along these lines last February, is also considering schemes put forward by Brunel University and Cambridge. They will consider proposals for a similar course in Wales.

Mrs Williams said the courses would be of "testing quality" and last four years. Entry would be strictly limited and of a very high standard. "I consider that this development will help to raise the standard of recruitment to management in British manufacturing industry and will set a new objective for able boys and girls still at school."

## Lords back adult council

The advisory council for adult and continuing education, which is soon to be set up, would go at least some way to meet the demand for a broad strategy for continuing education, said Lord Donaldson of Kingsbridge, Minister of State for Education and Science, last week.

He told the House of Lords that the council would also provide the machinery to ensure that the strategy was carried through.

During a debate on the report of the committee headed by Sir Peter Venables he said they hoped the proposed council would provide "an effective forum for the collaborative approach to adult education needed in our diverse and decentralised system."

It was not, however, as ambitious as that suggested by the Venables Committee nor would it have at its disposal funds approaching £20m, as the committee thought.

should be available by 1985—a fundamentally different approach from that recommended by the Russell Committee.

Indeed, even if funds of that magnitude were available, the Government—and many others—would have grave reservations about channeling all funds for the development of adult and continuing education through one central agency.

The council would advise on matters relating to the provision of education for adults and, in particular, on how to promote co-operation between the various organizations in that sphere.

Lady Lee of Asheridge said they should get rid of the idea that the Venables report was a bit of empty building on the part of the Government.

She said the whole of the education system would be considered and accepted this report, which laid down the ground plan for an open college to follow the Open University.

The Bishop of Durham said they needed to think of a much more gradual change between the world of education and the world of work from the age of 15. Ideally work should become an accepted part of school experience and further education an accepted part of work experience.

Lord Ritchie-Calder said he would like to see the new council fulfilling the kind of role which the UGC had in relation to the conventional universities. It should see that the diversified means of adult education were properly encouraged and safeguarded.



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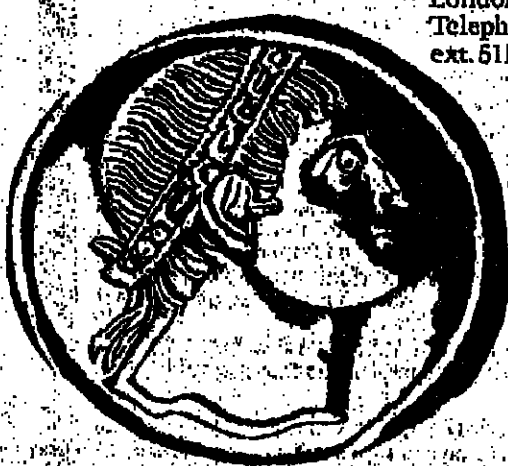
EF/5

Department of Education and Science  
Scottish Education Department  
Department of Education for Northern Ireland

## WEALTH OF THE ROMAN WORLD

Gold and Silver  
AD 300-700

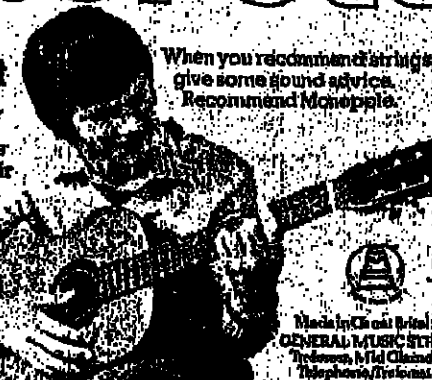
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The time has come to turn a major problem and cost into an opportunity and benefit, says the Holland working party in the introduction to its 30,000 word report, *Young People and Work*.

Unemployment among 16 to 18-year-olds is higher than at any time since the end of the Second World War, and will remain so. This year more young people than last year will be out of work and for longer, and even an optimistic assumption of economic recovery, the numbers of young people out of work will remain historically high, at least until 1981.

The working party says the special measures which the Manpower Services Commission and the Department of Employment have been operating on behalf of the Government, piecemeal and temporary though they may have been, have none the less shown that something can be done.

The report says (summaries in italics):

6

We propose that an essentially ad hoc approach should be replaced by a new programme of opportunities for young people, offering two or three times the present number of opportunities. Such a programme does not provide every unemployed young person with an opportunity. That would be unnecessary, and could, paradoxically, damage the employment prospects of the young people themselves. Nor does it offer the guarantee of a job—no one can do that. But the programme gives the country a chance to build a workforce better adapted to the needs of the 1980s.

We hope that the programme we propose can provide as many opportunities as are likely to be needed. It offers each young person an effective bridge to permanent employment and encourages and helps him or her to cross at the earliest available moment. Moreover, the programme is designed to bring to young people the kind of help they most need in the form they want it. It thus aims to demonstrate by deeds rather than words that society cares about them and, through them, about its own future.

Such a programme is not cheap, but, bearing in mind the costs of unemployment to society, is very much cheaper than might at first



A new strategy for dealing with youth unemployment proposed in the Holland report, published this week.

## Building bridges to a better workforce

### The problem

The report identifies the main features of the general trend in unemployment among young people:

● Unemployment among young people (16 to 17-year-olds) rose by 120 per cent between January 1972 and January 1977 compared with a rise of 45 per cent among the working population as a whole. ● The number of young people (under 20s) registered as unemployed with the careers service at the March count has risen from 21,000 in March 1974 to 58,000 in March 1976, and to 73,000 in March 1977.

● Unemployment for young people (16-17-year-olds) has increased as a proportion of total unemployment from 5.4 per cent in January, 1971, to 9 per cent in January, 1977. These percentages are based on the needs of the 1980s.

● Girls have been more affected than boys. Unemployment of girls (16-17-year-olds) as a proportion of total youth unemployment (16-17-year-olds) rose from 35 per cent in January, 1970, to 49 per cent in January, 1977.

● Unemployment among special groups has also increased substantially. For example, the number of unemployed 16 and 17-year-old Commonwealth immigrants (first or second generation) trebled between

February, 1973, and 1977. The working party says it has been estimated that the government measures have reduced youth unemployment by as much as 85,000-90,000 at the beginning of this year.

Although it says there have been changes in the labour market, the report says that the working party refuse to see itself as a view on whether unemployment is now permanent built into the economy. It confines itself to the present, the next five years and the next 10 years.

On the most pessimistic view, youth unemployment will rise to almost 450,000 in the quarter of 1978 and to more than 500,000 in the third quarter of 1979. The most optimistic projection goes that the peak would be 350,000 in the third quarter of 1978, falling to 250,000 in the first quarter of 1979, and then to 150,000 in the first quarter of 1980.



TUC, Institute of Careers Officers, Department of Employment, Home Office, Scottish Education Department, the Inspectorate, Employment Services Agency and Training Services Agency. They were headed by Sir Geoffrey Holland of the Manpower Services Commission.

New surveys among employers, young people as a whole and unemployed youngsters show:

About half the employers interviewed believe that the calibre of young people has deteriorated over the past five years in terms of their motivation and basic education. Particular disappointment was voiced at the quality of recruits to skilled manual jobs.

Most unemployed young people are actively seeking jobs: 40 per cent of those interviewed had applied for more than six jobs and very few had refused an offer of a job.

The impact of unemployment is most severe on those young people who have few or no qualifications.

The survey of unemployed young people indicates a high level of unemployment among other members of their households: 14 per cent of unemployed young people reported that their fathers were unemployed; 22 per cent said that brothers or sisters were unemployed; and 19 per cent were living in households where no one was in full-time employment.

A majority of unemployed young people were prepared to return to full-time education in order to get a qualification which would help them to get a job.

### The answer

From its analysis of the existing data and its own research and judgments, the working party reaches these conclusions:

(i) The levels of unemployment for young people will have to deal over the next few years are unlikely to be significantly lower than current levels, although the trend will be downward. If unemployment generally falls after 1978.

(ii) Whatever the trend from year to year the annual cycle of youth unemployment caused by the influx of school leavers in the spring and summer and their gradual absorption into employment in the autumn means that there are sharp fluctuations in unemployment of young people during the course of each year.

(iii) There are likely to be increasing numbers of 17 and 18-year-olds entering the labour market.

(iv) There are major variations in the scale and nature of employment problems between different parts of the country.

(v) The expected continued fall in demand for certain traditional craft skills will lead to a reduction in the number of long-term trainees in those skills, offset to some extent by an increased demand for technicians and some semi-skilled occupations (but the position will vary considerably between industries). If young people with good qualifications and high ability, who would formerly have entered skilled jobs, begin to go into less skilled employment then those with poorer qualifications will encounter more pressure in the job market.

The problem is the urgent for experiment with entirely novel concepts and approaches, says the working party. Existing schemes must be developed, supplemented, and brought together into a coherent and comprehensive programme.

We start from two principles: that the new programme must be designed to meet the personal needs

of individual unemployed young people as they seek to secure permanent employment; and that the individual elements in the programme and the programme as a whole must be financially attractive to young people in full-time work or to those who are considering the possibility of continuing their courses.

The young people concerned must be helped to take vocationally relevant courses and industry must be encouraged to use their increased skills. To these ends, therefore, any new programme for unemployed young people must be designed as one component of wider manpower policies. It must be one with government and industry.

A variety of options is needed, the balance varying according to the locality and the time of the year. No single remedy is appropriate, and moreover, "young people themselves object to being regimented".

Each opportunity should relate to the realities of the world beyond full-time education. Each must be as designed and organized that it leads at the earliest possible moment to a satisfactory permanent job or that the young person can proceed to other related opportunities which may allow him to progress still further.

The new programme should not stand apart from other provision for young people. Unemployed young people are not different from other young people except in the narrowest sense and in the shortest term. Success or failure in getting a job is often a matter of luck. Unemployed young people are not failures; they are those whom others have so far failed. The kind of needs are essentially no different from those of others, and the transition from full-time education to work.

The programme proposes two main kinds of opportunity—courses designed to prepare young people for work, and different kinds of work experience. (It does, however, specifically exclude remedial work in the three Rs, which the working party sees as the responsibility of L.E.A.s.)

The full range of opportunities is set out in the accompanying table. A lot of the young people are expected to take two or more. Financial considerations should not be allowed to affect which opportunities are chosen. It would be a mistake to allow the same allowance of £18 a week, including standard travelling expenses of £2.

The advantages of a single flat-rate allowance over the present variety of allowances and wages are that:

It would be simple to operate and easy to understand; this is particularly important when, as is likely in the new programme, employers and voluntary organizations are responsible for paying allowances and are then reimbursed by the MSC.

It would allow more opportunities to be provided at the same total cost.

It would facilitate the movement of young people between different parts of the programme. The working party recommend that the programme should provide a maximum of 129,700 places catering for up to 234,200 young people a year. The figures are based on the average numbers out of work for more than six weeks in the months when unemployment is at its lowest—estimated at 130,000 this year.

The notion of having a compulsory waiting period of six weeks or a "close season" to hold back those who leave school early in the year is firmly rejected, however. No unemployed youngster will be barred, the report promises.

On the costs involved, the report says: We estimate that the gross cost in a full year of the programme we are proposing would be £168.31m (at 1976 prices). The existing commitment for programmes for young people in the financial year 1977-78 (including Community Development) is £105m. The comparable figure for 1976-77 was £92.1m.

Gross cost estimates make no allowance for the savings in supplementary benefits, unemployment benefit and the other by no means inconsiderable costs of unemployment to society. Taking account of these offsetting factors, we estimate the net cost of the allowances payable to young people under the programme to be £60.55m, i.e. some 36 per cent of the gross cost of the programme as a whole.

However, the contribution to capital costs, further education, training, etc., could bring the net cost of the programme as a whole to something in the order of £25m. To 60 per cent of the gross cost. Of course, any estimate of the net costs can be only very approximate. Finally, we note that there is every prospect that parts of the new programme will attract aid from the European Social Fund.

The report refers repeatedly to the role of the education service, and the essential part it will play in the programme.

in alleviating youth unemployment. We propose that the education service will involve the youth service and the local education authority (which includes the youth service and careers service). Many opportunities will be provided in colleges of further education, and it is highly desirable that others, such as the various forms of work experience should wherever possible include a fully integrated element of further education.

With regard to the work preparation courses, our coverings are related to the costs of present courses, with an adjustment for the level of allowance we proposed, and local education authorities and employers will be reimbursed accordingly. We are now proposing not only that work experience opportunities should be considerably increased in number, but also that training and further education should be given a formal place in all forms of work experience. We recognize that local education authorities will not be able to make additional provision on the scale required without reimbursement.

Full-time further education is helping to reduce youth unemployment and the numbers in further education will continue to rise over the five years, although at a declining rate. But there is concern about the possible effect of the 1981 Fund.

We must note the difficulties may arise if the same allowance is not available to those young people who wish to move on from an opportunity in the new programme to undertake further education. We understand that the education departments currently have this matter under review.

Future educational contributions of unemployed young people, both within and beyond the context of the programme we are considering, is under discussion between the Department of Education and Science and the English and Welsh local authority associations.

The working party refers at length to the heavy burden its plans will place on the careers service. There may be a need for additional training of careers officers and other staff in the careers service to help them perform these new kinds of work. The careers service is very fully stretched. We have noted its reinforcement by some 230 centrally funded posts in the last financial year and the announcement that a further 90 posts are to be added.

Whether or not this kind of reinforcement is sufficient to enable the careers service to carry out the functions we have described remains to be seen, but we think it right to record our view that it may not.

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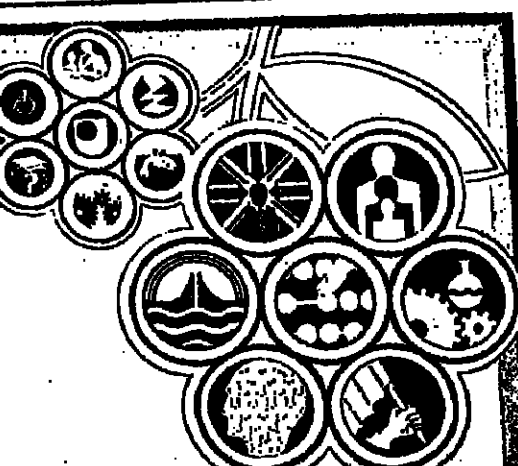
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THE TIMES

Educational Supplement

Round 2 of the Tories' Great Debate. Bert Lodge reports

## Confident and conservative

Teachers could have been swapping jobs with people in industry years ago if it were not for trade union opposition, it was claimed at the latest Tory conference on education in Ely last week.

The conference, the second of the Conservatives' three mini-Great Debates, touched on job swaps during discussion of links between school and work. Raising the subject, Mr John Lello, a former head and now an education lecturer, said: "It would not be difficult to find teachers who were bored or jaded and who would welcome two or three years in industry. He thought that similar people could be found in industry. 'I don't believe the form of training required would take too long nor cost too much to be unworkable'."

The idea was taken up enthusiastically by Mrs Margaret Reed, assistant head of a comprehensive in the north of England. She said: "We have tried to do it and you can't get it past the trade unions."

She also doubted whether people from industry were willing to come into school for a spell. "I can't get them to come in now and speak to the children. People are terrified."

Almost 200 teachers, parents and councillors attended the conference, which was chaired by Mr Norman St John-Stevens, Conservative spokesman on education.

"They heard other progressive proposals from Mr Lello. Every secondary school ought to have its own industrial committee of managers, trade unionists and parents. And local education authorities should have important links with local industry. 'Not just courses', but Lello said with some scorn, 'but pupils going on to the shopfloor. Our administrators are afraid to tackle it'."

Other rallying calls to the conference were for essays and at the same time to publish them. Mr St John-Stevens pointed out in his opening speech, the Tories now controlled the vast majority of local education authorities, "so we can put our policies into action now."

He outlined his audience that the 1944 Education Act laid on the duty to provide schools for all pupils "offering such variety of instruction and training as may be desirable in view of their different ages, abilities and aptitudes." It was a recognition of the individuality of each child.

"That implies different kinds of school and a continuing process of assessment which will sometimes lead to selection for schools and sometimes to selection inside schools. You cannot teach all children in the same way and in the same kind of school."

He followed this with an assertion that national standards must be introduced and monitored by a strengthened inspectorate.

Moral education was perhaps the most important of all, Mr St John-Stevens said. The decline in religious education had to be stopped. For cultural and historical reasons, the religious model in our schools should be a Christian one.

Dr Rhodes Boyson, the party's deputy spokesman on education, brought a standard magazine of ammunition along but he slipped in a tracer when he gave a guarded welcome to the idea of tertiary colleges for the 16-19 age group.

"The tertiary college seems to me to have more to say for itself than the sixth-form college," he ventured. "There is the possibility that people of the highest academic calibre in this country will be attracted to going into engineering or applied science or business."

But the decision on sixth-form education should not be the result of a vote. "There is nothing inevitable about the sixth-form college or the tertiary kind. We should welcome it only if it is a good thing."

But Mr B. H. Kemball-Cook, head of Bedford Modern School, said that at his school boys seemed to want to remain until they were 18. Parents certainly wanted them. "If you cut your school at 16, you will cut off the honours graduates."

The belief that it was impossible to provide an adult atmosphere for young people within a school was challenged by Mr E. D. Scarborough, head of a Cambridge comprehensive. "My pupils can make a free choice to stay in school or move out to a sixth-form college or to the technical college. The vast majority are very contented to stay where they are."

Mr Michael Rose, chairman of the governors of a comprehensive in Chelmsford, said he did not see how the stimulus in the lower part of the school could be maintained if the sixth form was creamed off to a separate college.

Mr Logie Bruce-Lockhart, head of Gresham's School, Norfolk, said A levels in their present form had a restrictive hold on the timetable. The three subject specialisation should be widened to five, with two taken to a high level and three to a moderate level.

The employers' criticism of the quality of school leavers, now standard at all education conferences, was supplied by a Marks and Spencer spokesman. Mr Adrian Cumber, manager and also a county councillor, said basic educational needs appeared to be neglected in schools. A considerable proportion of new recruits could not subtract £7.50 from £9.99 and a higher proportion could not convert the figure 113 into dozens and singles.

Mr Cumber also suggested a three-tier examination system instead of the present two-tier one.

A certificate at 15, examination and teaching O level at 16 and A level at 17. Basic education commencing at 15 to look at the needs of the child in relation to the group.

Mr David Bunney, a King's School, Ely, said he always tried to expose his pupils to the world of industry and the world of commerce. He was critical of the "topic and project" approach which gives children an enormous amount of knowledge which is superficial. "I don't think the conclusion that education, not prohibition, was the key to the problem."

The conference, which included delegates from France, Denmark, Holland, Belgium and Ireland as well as the United Kingdom, was held by Mr Eric Deakin, Under Secretary of State at the Department of Health and Social Security, that "the main thrust must be in the field of education in the widest sense of this term."

"Education on the use of alcohol," he said, "must reach right down into society, through the local and national media, through local bodies such as schools, youth clubs and voluntary organizations, down to the individual family and the individual youngster."

The Government had made more money available to the Health Education Council, and although the council's main priority was still the danger of smoking, it was preparing for a major programme on the use of alcohol in the north-east of England.

Information book awards

Prizes for authors

Entries are now being judged for this year's TES Information Book Awards. One award will be for a book for children up to the age of nine, the other for a book for those aged between 10 and 16. To be eligible, books must have originated either in Great Britain or the Commonwealth between September 1, 1976 and August 31, 1977. The awards will be made in October, 1977. The closing date for entries is August 31, 1977.

The judges for the junior award will be Ralph Levender, county inspector for primary education for Essex, and author of a practical guide for teachers on traditional games; Peggy Heeks, assistant county librarian for Berkshire, and compiler of two bibliographies on information books; and Henry Pluck, headmaster of Prior Weston primary school and author of many educational books; and the editor of The Times Educational Supplement.

The judges for the senior award will be Valerie Alderson, a prominent reviewer of children's books and founder-editor of Children's Book Review (which ceased publication last year); Edward Bligh, a well-known writer and novelist; Charles Stuart-Jervis, headmaster of Abbey Wood Comprehensive, and author of many educational books; and the editor of the TES.

Prizes of £100 will be awarded to the authors of the two selected books, and the judges reserve the right to make a further award of £100 to the illustrator in each case. Three copies of all entries should be sent to the literary editor, separate from review copies. No proof copies can be considered. It is important that publishers should specify whether their books are submitted for the junior or for the senior category. There is no limit to the number of entries.

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## Open pubs to the 16-year-olds, say youth delegates

Drinking should be made legal for 16-year-olds and bars should be allowed in youth clubs, a conference decided last week.

The first combined seminar of the European Confederation of Youth Clubs (ECYC) held in Birmingham to discuss the abuse of alcohol by young people, came to the conclusion that education, not prohibition, was the key to the problem.

The conference, which included delegates from France, Denmark, Holland, Belgium and Ireland as well as the United Kingdom, was held by Mr Eric Deakin, Under Secretary of State at the Department of Health and Social Security, that "the main thrust must be in the field of education in the widest sense of this term."

"Education on the use of alcohol," he said, "must reach right down into society, through the local and national media, through local bodies such as schools, youth clubs and voluntary organizations, down to the individual family and the individual youngster."

The Government had made more money available to the Health Education Council, and although the council's main priority was still the danger of smoking, it was preparing for a major programme on the use of alcohol in the north-east of England.

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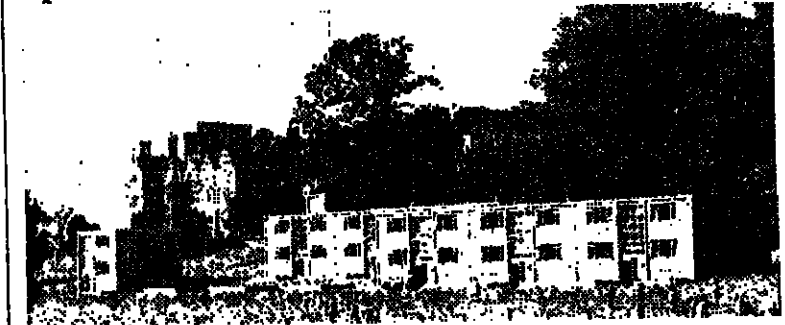
Prizes for authors

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Sport



## College finds champion in survival battle

by Stanley Levenson

In a rare foray into the politics of education, the Physical Education Association has condemned the plan to close Nonington College of PE, near Dover.

A statement from Miss Lillian Graves, the association's new president, suggests that a college in the forefront of PE innovation is even being considered for closure.

"Their facilities," she says, "are unique and have not only been used for the training of specialist teachers but shared by the community. Nonington has established a reputation in PE for handicapped children and adults."

"Clearly it deserves special consideration, not least as it is the only college offering a programme at degree level, concerned with the integration of handicapped children into mainstream physical education."

"Here is a centre for excellence into which millions of pounds have been poured in the last decade, also available for the community as a whole in a corner of the country which cannot boast of any similar facilities."

Surely it is a gross contradiction to the nation's increasing health consciousness to close down an institution the products of which are trained to benefit society as a whole.

Apart from the defence of Nonington, one of only a handful of specialist colleges, Miss Graves's statement reflects some of the widespread discontent over the downgrading of PE and the way it was ignored in the Great Debate.

Nonington has also drawn up its own battle lines for survival. Last week the college held an open day to show what it has to offer. On Tuesday two deputations went on its behalf to the DES.

Kent County Council sent representatives to see Mr Gordon Oakes, Minister of State, Mr Peter Rees, MP (Dover and Deal), also went to the department.

Mr Fred Herbert, the deputy principal, said the college's appearance on the closure list in January came as a bombshell. There had been no warning. In fact, the annual intake had been reduced so little they thought they were safe.

"Our facilities and expertise are of such a special kind that it is hard to envisage alternative roles," he said.

Nonington, set in beautiful countryside, has 470 students (two-thirds women). It covers 110 acres and includes an indoor swimming pool, three gymnasiums, sports hall, and non-drama courts.

Mr Herbert is particularly proud of the Performing Arts Centre, which was completed in 1974.

Professor of PE

Professor of PE

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## Fencers get scholarships

by Marjorie Pollock Smith

Four rising young British fencers—for foil, epee, sabre and women's foil—have just been awarded the new Wilkinson's Sword Jubilee fencing scholarships. The scholarships are backed by a cheque for £10,000 which was handed by the firm to the Amateur Fencing Association last week.

With the Moscow Olympics as the target, the donation is given specifically to aid the chosen four in the specialist training and Continental experience they will need during the next three years if any of them are to reach senior world standards. The four are:

Elizabeth Wood, an 18-year-old who is studying for her A levels at West Herts Technical High School. She was national runner-up in the senior women's foil last year.

Mark Slade (sabre), formerly at Brentwood School and now at his first year at Emmanuel College, Cambridge, where he is reading natural sciences. He was second in the Budapest junior championships, won the BJSF title for Cambridge, and reached the British senior championship final.

John Llewellyn (epee) started fencing under John Fairhall at Canford School before going on to Burnham Grammar School. He is studying microbiology.

David Seamus (foil) went from Carleton High School for Boys to Cusworth Technical College of Further Education and is now an electrical apprentice.

Another draw

For the fourth successive year the under-16 final of the English Schools' Football Association has ended in a draw and the competition has been going for only four years.

Woodlands School, Coventry, drew 3-3 with Holloway School, London, at Coventry City's ground and will share the trophy.

But there was no stalemate in the Victory Shield, the under-15 competition for the four home counties. The English boys beat Scotland 4-0 at Old Trafford, Manchester, to retain the trophy.

Champion falls

Results went very much according to the form book in the Stiga schools table tennis championships at Luton. The biggest upset was in the senior girls' final where fifth-seeded Elaine Lamb (Olympic College of Further Education) beat English junior champion Janet New (Bournemouth Girls' School, 21-12, 24-22).

Angela Tierney (St Peter's School, Middlesbrough), champion in 1974, losing finalist in 1975 and 1976, broke through again to win the under-16 event. She beat Carol Colgate (Northfleet Girls' School, Kent), 21-11, 21-18.

Champion falls

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A great deal



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## Denmark

### Bleak jobs outlook for young

from Mike Duckenfield

Despite recent costly attempts by the government to ease unemployment among 16-25-year-olds, job prospects for school-leavers are unlikely to improve greatly in the next few years.

In its latest report, the Central Committee on Youth Unemployment, set up by the government two years ago, says that short-term measures to solve joblessness are no longer sufficient. It hopes that the jobs crisis would disappear when international economic conditions improved have been unfounded.

The report concludes that: "The continued high number of young unemployed makes it clear that we are facing problems which are specific to young people." As the number of 16-year-olds increases during the next five years due to the birth boom of the early 1960s, the situation is likely to get worse rather than better.

About 46,000 youngsters between 15 and 24 are currently registered out of work—slightly more than two years ago. This is equivalent to about two-thirds of the 16-year-olds. And, by 1982, the same age group will be 20 per cent larger.

An action programme launched by the committee and education and

labour ministries a year ago has, so far, found work or places on educational courses for 12,500 youngsters.

Just over a half have been given specially created relief work, while nearly 3,100 have entered vocational training or apprenticeships in the public sector. Just over 1,400 have enrolled at commercial or technical schools and a further 900 have gone to folk high schools and 700 to upper secondary schools.

Measures, sponsored by the two ministries, have cost 155m Dkr (£15.1m) in the past two school years and are expected to cost a further 145m Dkr next year. However, the report is critical of local authorities. Few have made efforts to tackle unemployment and they have only spent 8m Dkr, rescuing 1,300 youngsters from the dole queue.

The committee says more attention should be paid to ways to ease the transition from school to working life. Links between schools, parents, pupils and the labour market should be improved with more vocational training places for 16-19-year-olds and better career guidance in schools.

Attempts to attract comprehensive

## Australia

### Anger all round over 'unfair' marking system

Teachers, students and parents worried about the result of last year's Higher School Certificate in New South Wales have forced the Education Department to look again at the marking system.

NSW is not the only state where concern is being expressed about new methods of pupils' assessment. Questions have also been raised in Victoria, Western Australia and the Australian Capital Territory (Canberra).

But it is in NSW that the debate is fiercest—and it seems with some justification. Teachers complain that they cannot understand the system or that it is too complex. They have difficulty explaining it to their students.

A system of complex mathematical formulae is used to "scale" each pupil's marks instead of merely adding them. In the aggregate, there are no longer any difficult subjects per se: in the words of the Department, there must be "parity of esteem" among subjects.

The result in 1976 was that students doing the highest level of subjects like maths or Greek or science often finished lower down the list than those trying for lower levels in more general subjects.

The first complaints came from teachers and students, usually at private schools. The gist of the complaints was usually that a student who had performed well through six

years of secondary schooling had been given such a mediocre mark in the Higher School Certificate that he had been unable to get into the university course of his choice. Some of the students who suffered complained that other students who had regularly finished behind them during years of school work suddenly finished well ahead of them in the Higher School Certificate results—and often into university courses subject to a tight quota while the "brighter" students missed out.

Last month the University of Sydney's Academic Board carried a resolution expressing no confidence in the marking system. The university, like all other universities in NSW, uses the HSC as its matriculation entry requirement. The board expressed concern at the matriculation standards set by the new system.

The executive officer of the board, Dr. John Vaughan, defended the system as one which was not specifically geared to university entrance.

"Potential university entrants are provided for under the present system by so many extra courses in commerce, industry and further variety of human endeavour," he said.

The board has now, however, acknowledged the continuing way of protest and announced that it is looking at ways of modifying the scaling method.

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## South Africa

### Doubts over mixed sport ban

from Louis Holtz

State and state-aided White schools in the Transvaal have been told by the Transvaal Education Department not to take part in a racial sport.

The ban on mixed schools in the province has been ordered by educationists for being at odds with the government's

coloured sports policy as recommended by the Minister of Education and Recreation, Dr. P. W. Botha, who is also Minister of New Education.

The Minister has no jurisdiction over provincial education, but he has been asked to allow for a range of multi-racial sport at the school level.

The opposite view to that of the provincial authorities in the schools there, are now for a ban against teams of any race or colour.

Meanwhile, the Orange Free State provincial educationists have called for a ban on all educationists to support a uniform national policy on the issue.

The South African Broadcasting Corporation, which is a company for the recently independent nation, has delayed a decision on TV services.

Dr. P. W. Botha, Education Minister, said that sportsmen and women should be encouraged to play for their country, but that they should not be encouraged to play for their race.

Private schools formerly educated about 25 per cent of all school pupils. But Mr. Botha said this figure had fallen to about 20 per cent and would come down even further without more aid.

Teachers and parents associated with these schools earlier this month launched a national campaign for more money to be spent on education. The campaign will show the government that it is not possible to spend on sports and education.

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## United States

### New maths: raising more problems than it solves

As the 'back to basics' movement grows new maths is coming increasingly under attack, Michael Binyon reports.

WASHINGTON

America's enthusiasm for the "new maths" is waning rapidly. All over the country there are complaints that pupils nowadays are worse at mathematics than they used to be, and a survey has just found that new maths in practice has made little difference in the schools—principally because most schools and teachers have not tried it.

Dr. John Kelley, chairman of the department of mathematics at the University of California in Berkeley, and a member of the US Commission on Mathematical Education, said it was time to bury the experiment.

"Evidence shows that teachers are essentially teaching the same way they were taught. Almost none of the concepts, methods, or big ideas of modern mathematics programmes have appeared in the average classroom."

New maths was first proposed in the United States in 1956 as a means of bringing a new perception to the understanding of numbers. Its introduction was spurred by technological competition with the Soviet Union, following the launching of the Sputnik, and a feeling that the United States was falling behind in its scientific and technological training.

But the new maths never caught on as well as being unpopular with parents, many teachers did not understand the point of what they were teaching, and simply substituted one set of rules and abstractions for another.

In the last two or three years, with a strong "back-to-basics" movement throughout the country, there has been a feeling that children now not only learn less, but they are not even sure that they do.

In recent years also educational goals have changed. When new maths was introduced, the aim was

to help budding mathematicians and those destined for universities. Now the main aim is to ensure that everyone, including the less able, has at least minimal mathematical competence. A growing number of pupils need the basic skills and drills of the old mathematics in jobs they begin immediately after leaving school.

In addition, pocket calculators have suddenly become a commonplace in the classroom, and teachers are having to adjust their syllabuses to take the use of these into account.

Dr. Kelley and other teachers believe that what is now needed is a way of combining the problem-solving virtues of the old maths with the concern for underlying principles of the new, while avoiding the formalism and boredom that in practice characterize them both.

"One of the unfortunate patterns in American response to educational innovation is a tendency to draw hard and fast battle lines between the old and the new," he said. "Instead of the 'all-or-none' approach, I think more effort should be made to blend the old with the new, to make the old more useful and the new more valuable to give them a calculator and show them how to work out problems with it."

There has been public alarm at the falling scores in mathematics tests—though the fall has been far less marked than the scores for writing tests. But one aspect of particular has attracted considerable academic attention: women tend to perform very much worse in all maths tests than men, and the higher up the educational ladder the greater the difference.

This trend was the subject of a conference in February in Washington organized by the National Institute of Education. The government's education research body—to see what could be done.

Those taking part agreed that many women suffer from "maths anxiety"—and the main reason for this is that they are regarded as a male subject or as irrelevant to ordinary life.

The result is that girls are given less encouragement than boys in mathematics, and they are also steered away from subjects that

or building accessible, however. Schools can reorganise classes to other buildings. But the aim must always be to integrate the handicapped as much as possible. Any plan that involved putting all the handicapped in a separate wing, for example, would not be allowed. The regulations say employers may not refuse to employ handicapped people if reasonable accommodation can be made for them, and the handicap does not impair the ability of the applicant or the employer to do the job.

Colleges must also provide aids such as taped texts or equipment for students not able to write. In addition, handicapped students should have the same chance as other students to take part in intercollegiate and club athletics, with only strictly controlled exceptions.

It is estimated there may be as many as fifty million handicapped people in America, including nine million "mildly" handicapped and one million "moderately" and "severely" handicapped.

The education of the handicapped is specifically a responsibility of Washington, not of the state governments, which provide the education system in each state. In many ways this has been of enormous benefit to the handicapped because at a time when urban school districts and large urban areas have often been very short of funds for the handicapped, these have not been affected; these are voted by Congress and distributed from Washington.

Mr. Griffin Bell, the Attorney General, has made it clear, however, that he will not have to make each school

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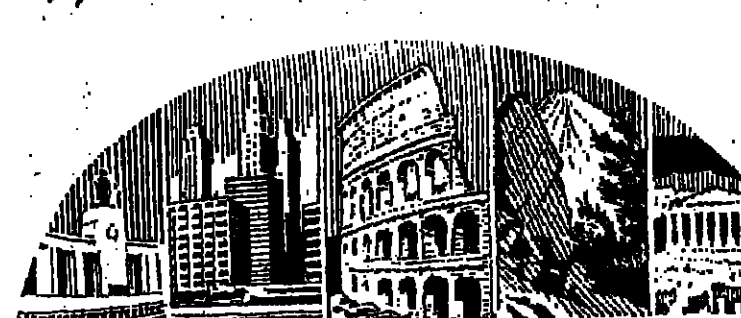
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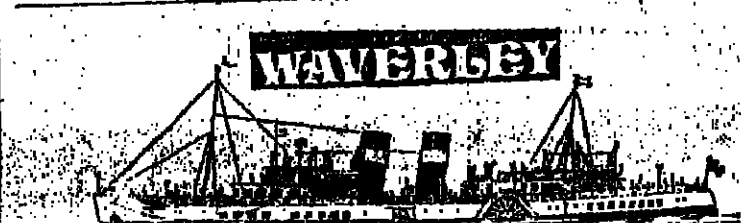
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## Parents as Partners/Parents as Partners/Parents as Partners/Parents as Partners

For the next two weeks, the TES feature pages will focus on the role of parents in education. This week, Eric Midwinter argues that teachers need to sell their wares more aggressively to parents; Daphne Johnson finds that many parents prefer to remain aloof from their children's secondary schooling; Tim Albert visits a parents' advice and information centre in London's East End.

# The missing ingredient

Eric Midwinter

Some years ago in a Liverpool department store we organized a huge exhibition of children's work which attracted 10,000 visitors. We included the element, now used frequently by community educators, of the "live" lesson, with two or three times a day, a teacher and a class going through their paces for the edification of the onlookers.

I have often recounted the tale of the young first year teacher who, before an admiring crowd of two hundred Merseyside housewives, took 40 energetic infants for a physical education lesson. A PE lesson with 40 infants can be like Gallipoli with milk. When I tell the tale there are many who regard the enterprise as insane and futile, but even the most grudging have agreed that the girl showed bravery.

That is until a few months ago, when I addressed a group into which other classes of persons, apart from teachers, had infiltrated, and a businessman scoffed at my yarn of courage beyond the call of duty. "Why," he asked, "should it be regarded as brave for a properly-trained professional to perform a special duty in public? What is so special about teachers that they panic when invited to demonstrate their skills?" He pointed out that the girls at the department store did their job in public all day long.

Is there a predilection among teachers—even, it was once suggested to me, a motivation for those contemplating teaching—in the privacy it offers? If so, there could be a massive programme of in-service recycling ahead of us. When all the research findings and statistics have been garnered about reading ages, O level results, pupil-teacher ratios, expenditure on books and so on, one finds oneself floundering in marginalia compared with the glaring chasm which makes itself manifest in such explorations.

This is the social factor, the manner in which the social context and cultural influence of children's background, and critically the home, affects their educational attainment. It is about seven-year-olds whose parents are in Class V on the Registrar-General's scale being several times more likely to be poor readers than Class I children; about highly middle-class Richmond sending 17 per cent of its age-range to university while highly working-class Barking sends only 2.4 per cent.

There may be argument about the degree of this influence, but no one really denies that it is failing the crusade for equal opportunity. Unfortunately, too few do anything direct about it. One side—the social context—is, of course, a matter not of schools, but of housing, jobs, income, services and the like. Without radical reformation in these fields, equality of opportunity will remain a mere shibboleth. But the other side—the cultural influence—is more open to teacher engagement. It concerns the making of the mechanics and approaches of the schools intelligible enough to the parents for them to support their children fruitfully.

Of course, there are strong moral and democratic arguments why parents

should be much more involved in schools, but, because of the primacy of the child as the direct consumer of the service, the professional case for parental participation must remain paramount. It is about the recognition that, willy nilly, and whether teachers like it or not, the parental function is, for good or ill, crucial.

Almost all our efforts to improve educational facilities, from scholarships to brand-new buildings, have been school-based and about what teachers and pupils have and do in schools. It is more than 30 years since the 1944 Education Act, and there is still no sign of any exciting breakthrough in educational equality, despite the astronomical £6,000m expended upon its provision. And the proportion of working class children in higher education (or sixth form, or getting five O levels, or whatever yardstick you choose) resolutely refuses to budge much. So it is high time the educational in-put, and accepted its obligation to devote more time, effort and resources to the business of raising levels of communal educational awareness.

This immediately casts the teacher in the role of adult tutor as well as child teacher: it behoves the teacher to see the unit of treatment as parents-and-child together, rather than apart. Moreover, because of the experience of pilot projects during the past 10 years, it is proper to assume that such an adult-oriented approach must conform to the cultural mores of these adults. In the past, teachers have, for instance, preferred open evenings which, when ill-attended, have led them to brand parents as apathetic.

The more professional reaction would be to ask: are we informing and inviting parents to support us in a style and fashion which is acceptable to them? Thus the informing of 10,000 in the department store: teachers and schools in every kind of area and situation, especially in primary schools, have demonstrated over and over again that, with this

criterion in mind, the interest of a great majority of parents can be tapped.

It is, then, in part a public relations exercise. Naturally, as any advertiser will recommend, you can only sell a bad package once, so it is important to ensure that your package is worth selling. The art of persuading the client of its value remains. Yet teachers are past-masters at hiding splendid lights under suffocating bushels.

So many teachers and schools have such a fine, lively, worthwhile commodity, but their attempts to persuade parents and other citizens of its value are too often pitiful. The ease with which detractors peddle their tawdry prejudices is evidence enough. As the whooping warriors of the Black Paper tribe jostle and gallop, their arrow-fire mercifully inaccurate, the covered wagons are drawn into an ever tighter circle, and the beleaguered teachers remain as tight-lipped and stern-visaged as ever.

In my new book\* I have tried to draw together the practical successes from this "going public" into some kind of manual, not without a deep feeling of indebtedness to the many teachers, children and parents who actually determined that each of the proposals suggested did, and will, in fact, work. It is a sort of handyman's guide to uncovering the wagon, and it tries, in some rough sequence, to offer aid to schools and teachers as they range from the diffident and wary to the extrovert and expansive.

Throughout, however, the compelling theme is: to what extent are you ready or prepared to move to a more professional stance and style? One frequently hears, in discussions about home and school, phrases from teachers like "I don't like having people in the classroom with me". Occasionally one hears "I don't like having people in the classroom with me". Occasionally one hears "I don't like having people in the classroom with me".

Some teachers don't even like sharing

their mysteries with other teachers. I've heard some dreadful rows about team teaching, and "preferring to work on my own". "What happens", it is asked, "if members of the team don't get on personally?" Obviously, if it can be shown, in some situation, that team teaching would be the most effective approach, it is preposterous for professional people even to raise that issue.

As the scrubbed and silent team groups around you on the operating table, the last thought you would wish to entertain is that the one with the knife doesn't hit it off with the one with the anaesthetic. Certainly the day must come when recruitment and training of teachers must pay more attention to their capacity for stewardship of the public's awareness of and involvement in education.

Part of the success lies in creating an atmosphere in which education is perceived and discussed as a normal, everyday topic of an enjoyable and vital character. It needs to have the same popular image as a conversational gambit as football, the telly, women (or men), cars, knitting, babies, the weather, gardening and health. It needs to be much more of an integral part of the day-by-day fabric of life.

When helping, some years ago, to organize the "Ask ACE" weeks at Butlins holiday centres, where educational advisory points proved successful, one distinction struck me. On the one hand, there were those in education who thought that the supposed purity of their discipline would be sullied by acquaintance with the brash bonhomie of the holiday camp. On the other, there were the holiday centre executives pondering whether, given their remit to provide their customers with a pleasurable time, they should risk getting mixed up with so grey and arid a subject as education.

A disdained *Guardian* byline at the time caricatured this distinction. It read: "The coming together of two ghastly British institutions." This view of education as a boring and monotonous grind, as at best, a reluctantly accepted evil, must be challenged and overcome. If education is, as we are fond of reminding one another, for and about life, it must be seen much more vividly as an intrinsic part of life.

The methods are available; the resources required for them are not heavy, or else, as many schools have shown, it is possible to find them where there is a will. It is the change of mind and heart that is perhaps the major problem. Yet so many teachers, in their own way and at their own pace, have now exhibited the necessary confidence and skill in their relations with home and community, one might hope for a quickening of the action.

Mind you, I still think the girl with the 40 infants was courageous. I wonder where she is now? Probably in a canoe on the Amazon or climbing the Eiger.

Eric Midwinter is head of the public affairs unit, National Consumer Council, and chairman of the Advisory Centre for Education, Cambridge.

\* "Education for Sale", published yesterday by Allen and Unwin (£4.50; paperback £1.95).



"They won't be back for ages yet; they've gone to a lecture on 'parental influence'..."



## Parents as Partners/Parents as Partners/Parents as Partners/Parents as Partners/Parents as Partners/Parents as Partners/Parents as Partners/Parents as Partners

## Leaving well alone

Daphne Johnson

For almost 20 years it has been part of the conventional wisdom that a close home-school relationship is vital for children's educational progress. Yet only a small proportion of parents belong to parent-teacher associations, or have much to do at all with their children's secondary schools. It seems logical to conclude that most parents are not concerned about their children's progress. But the parents themselves may see it differently.

The views quoted here are those of parents whose voices are rarely heard in educational debates. As part of a three-year study of the relationships between secondary schools, homes and supporting welfare services, I visited in their homes parents whose children attend comprehensive schools in adjacent districts of two Outer London boroughs.

Most of the families had three or four children. In many cases at least one parent had been at the same school as their children, under an earlier "secondary modern" form. Many — fathers and mothers — were on shiftwork in factories, the police force, a local hospital, or the nearby airport. A few were self-employed.

These families are among the minority who don't have a lot to do with the secondary schools their children attend. Data from all the interviews (more than 100) have not yet been fully analysed. But the overriding impression from the 38 families I visited is that parents measure their children's progress through secondary school not so much in terms of subject-learning or examinations, as of how they are "learning to stand on their own feet".

This achievement may subsume financial independence, emotional independence and/or personal lifestyle independence. Parents described the ways in which they tried to encourage their children in this growing-up process, which often seemed to have little to do with formal schooling.

"We are pleased that she has a Saturday job—it makes a break from school-work." "He has to be out. He's seen more of this country than I've ever seen—even been up to Scotland. He's taken bus tickets to London since he was 12."

Scouting, award schemes and sport were all valued, not only as "outlets for energy" but also for the extent to which they widened horizons and get children used to going away from home. "She stays overnight at the Crystal Palace when she goes swimming there." "He's had one weekend away with the Sea Cadets—they just put up a tent quite locally, but it's a start."

The school was far from being the central focus of parental interest. The idea of keeping a close eye on what their children were doing at school seemed inappropriate to most parents, who felt that learning to cope with the school's demands was something the developing young person must—and preferred to—do on their own.

"Parents playing an active part at the school wouldn't help the children in any way. They change when they get to the big school—get more independent. We went up to the school once when our daughter was unfairly treated. We would not have gone if we felt she was in the wrong—we'd leave her to sort out her own problems."

"I think my son is old enough to look after any difficulty now. He can look after himself." "You can get children into

a lot of trouble if you go up the school too quickly or too often." "I think it's best to leave them more to themselves. They don't like to see their parents coming to the school too many times."

"Our attitude is to keep an oversight on what's happening, and if it's quiet, be content." "As they get older, they want to stand on their own feet, not have Mum always behind them." "She can take an interest, but not tie them to her apron strings. They know she has taken an interest, when they were small."

Although talking about the secondary years, parents are of course seeing them as a sequel to early childhood and the primary school years. Many parents, especially mothers, have made a big investment of physical and emotional energy in getting their children started at primary school.

"The eldest boy always had stomach ache when going to school. I would go in and say to the teacher: 'He says he's got it. I'm at home if I'm needed.' I had five years of that."

"When my daughter first went to school, she used to play up. Perhaps because she was the last child going to school, it was a problem to get her going. I would take her into the classroom and wait till they started. The teacher and I got friendly."

"When one of my daughters started school at five, I had to drag her up there every day for a month. I thought I was going to have trouble. But that was it. Now she loves school."

"You have more to do with the infants—it gives them a good start, especially when they're very small. It eases my mind to know they're within the gates. I take the smaller one right into the classroom, as a rule. When they're going up to the juniors, you drop off a bit. But when they're small, they need Mum about."

"At the primary stage, it wasn't so much for their education that you went up, as for the child itself—so they would feel more at home."

Following the weaning stage which starting at school entails, many parents see the ensuing process as a continuation of gradual emancipation from the home. They look to their children for cues as to the currently appropriate characteristics of their own role. They adjust their stance towards their child's school life and to his or her other activities, moving closer in times of difficulty, stepping back again when things seem to be going well, or when they feel the child is in an oppositional phase, and parental intervention can only be counter-productive.

It is not surprising that by the time educational choices have to be made, the children are often seen as the most appropriate persons to make them. "He picked his own subjects." "He knows what he's good at." "They make up their own mind about school decisions—they may ask my advice, but still go on what they think." "The boy knew his own mind. He wasn't guided by the school."

When it comes to stopping on, given that many of these young people have already had at least two years more education than their parents (some of whom left school—officially or unofficially—at the age of 15), parents maintain, with remarkable consistency, their trend towards encouraging autonomy in their children. "We left him to it." "She decided it was worth the while to stop on." "We wouldn't stand in her way."

Some parents are almost dumbfounded by the extent to which their children have become motivated to continue. "She won't leave school." "She used to work

## Keeping up to date

Tim Albert

Parents must be among the most under-used resources in education. Overawed by the whole business—which first overawed them when they were at school a generation before—they easily become the weak link in the parent-teacher-child partnership. Now, in one of the most deprived parts of London, an experimental parents' centre has been set up to combat this. "Teachers have 'teachers' centres", argues one of its employees. "So why not centres for parents, so they too can keep up with what's going on?"

The centre is run by an organization

called Newham Education Concerns Association. It operates from a former pie and mash shop in the dockland, in the poorest part of the borough. Its bright and cheerful front and range of solid sensible educational materials for children makes a contrast with what the older people are doing to the world outside: a yard cranes, overhead electricity, urban motorways, high rise public housing, sprawling graffiti: TONY WOOD or BENDERS OK?

Chairwoman of NECSA is Pat G. mother of three, wife of a decorator, a part-time cashier. The association

some 50 family unit members and several group members, such as local parent-teacher associations. Its annual budget is about £3,000 a year, which pays for three workers.

Ray Phillips, a former worker with the community action programme of the National Union of Students, and registered as a part-time research student, is the information-research officer. Rita Baker, a dockers' wife and local mum, originally part-time, is the full-time publicity secretary, and Jean Taylor the part-time day organizer in charge of the shop front.

This display area is the public face of the operation. It is not a shop, since the organization's constitution forbids trading; but it contains a range of children's books and related materials, and Jean Taylor is a registered supplier. So far, she says, some 250 people have been interested enough to come in and leave their names and addresses with her.

"They're all types, but mainly from this area", she says. Some of them come in to look for children's books (in a borough of 250,000 people there is only one specialist bookshop, apart from Smiths); others come in for information and help. "We

act as a forwarding agency", says Ray Phillips. "We can help them formulate letters, go through the proper procedures. We have had odd inquiries about uniforms, fares, and that sort of thing, and we get complaints which by and large the education and welfare people deal with..."

The centre's second main role is to act as a focal point for parents' groups in the area. Its premises are used for their meetings, and Rita Baker services a number of their committees. She also produces and distributes to a mailing list of 500 a regular newsletter called Nexus. A recent edition, for example, consisted of eight duplicated pages, with cartoons, illustrations and a range of news, from jumble sales to the fact that a recent advertisement in the national press produced only two applications for the borough's 40 unfilled vacancies for handicraft teachers.

The third main role is to provide information for all parents in the borough. So far the centre has produced 11 different publications, many with the help of students attached to them from the Urban Studies Centre of the College of St Mark and St John. They combine general information with specific details of, for example, the names and addresses of the appropriate people in the borough to get in touch with. Publications to date include

information on provision for the under-fives, careers advice, reading help, education abbreviations, and *On Being Sent Home From School*.

The centre has also become involved with the adult literacy campaign, and with a £500 grant from the Adult Literacy Resource Agency now runs individual lessons for 40 students on three nights a week. Ray Phillips, who administers the scheme, says he would like to extend it to include a literacy outreach worker. The centre also has three toy boxes which it loans to childminders.

The operation was spawned by Newham Education Concern, a lively parents' action group which was set up in those seemingly far off days of 1973, when there were teacher shortages in London. The idea of a parents' centre was one of the first. Initially it was rejected by the urban aid funders, but later it attracted the interests of the Guildenkin Foundation and the Monument Trust (a Sainsbury Charity), which in spring 1975 offered to fund £10,000 each over three years.

The parents' centre has now applied again for urban aid, and this time got the approval of the local authority. NECSA has asked for £80,000 which will allow the centre to operate for five years, and to move into a more central position in the borough. It will not hear until the autumn whether it has been successful or not. "I understand nobody stands a very great chance", says Ray Phillips. "Only one pound out of every four asked for is granted. But we can always go back to the trusts, or to the DES. I think something will carry on: after all, we have some £2,000 wrapped up in equipment, and I can't see that disappearing completely."

How successful has it been? This is difficult to quantify. Certainly the two trusts must have thought it had been doing well, since they have now increased their grants from £2,500 each, so that Ray Phillips and Rita Baker, previously part-time, are now full-time. So too must the local authority, who from a position originally of suspicion and rejection have now supported their application for urban aid.

The three staff members say the work has brought them considerable satisfaction. "Professional people have responded", says Ray. "For instance, yesterday we had a phone call from one of the two main reference libraries in the borough, asking for the reading help booklet. And a teacher in a secondary school asked for 200 copies of another booklet."

So what about the parents? "Very simply, we are trying to build up their confidence", says Ray Phillips. "We've moved away from the situation where democracy equals choice. With our large institutions, the only way we can exercise our rights and duties is by getting stuck in there." Rita Baker adds: "If we do no more than get some of the parents involved in their kids' education, then we've achieved something."

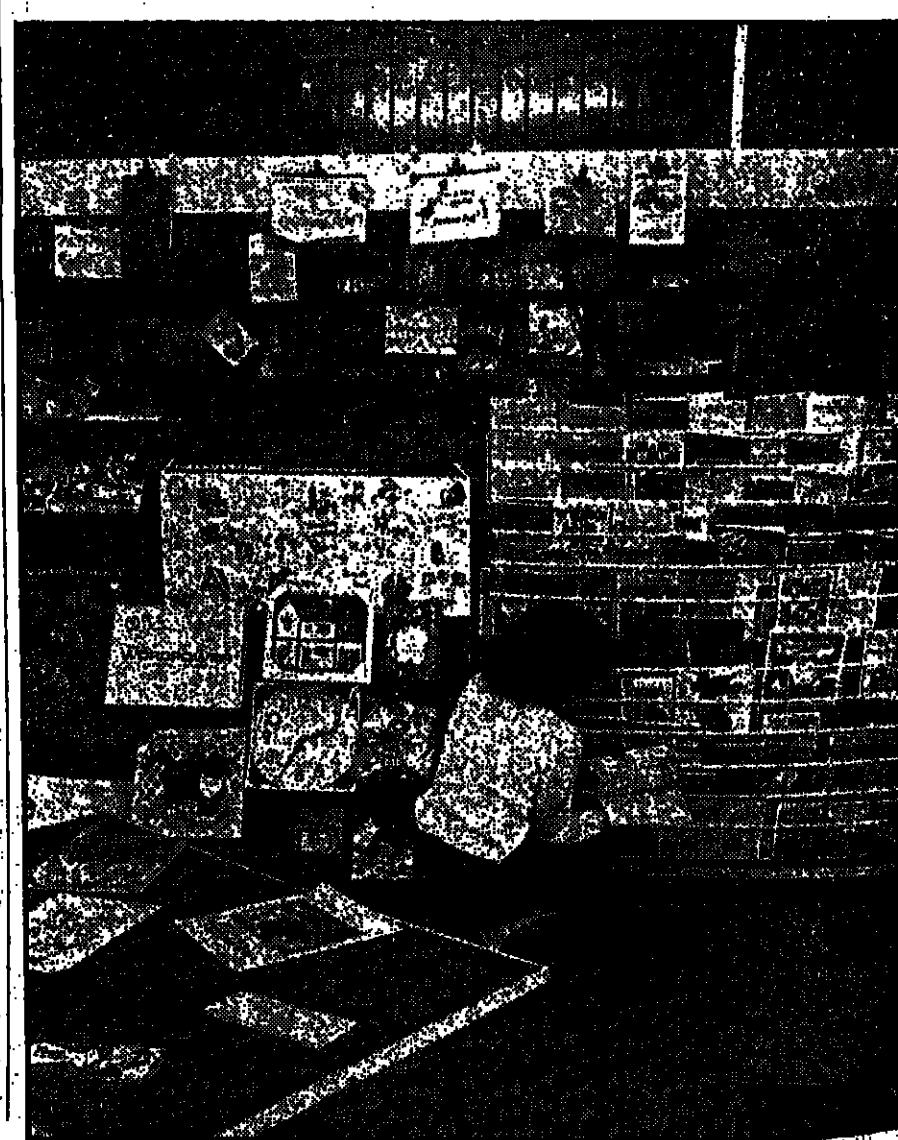
Next week: Barbara Tizard on parents' ideas of nursery schools; Gerald Haigh on the pre-school SCOPE project in Southampton; Barbara Evans and Peter Hanton on working with parents in a Rochdale community school.

course. Today we are more ambivalent about the aims of secondary education. But as secondary children move closer to the world of work or further education, they may encounter attitudes—both of employers and teachers—which hold single-mindedly to the knowledge-ideal, and value the kind of parental support which puts first the maximizing of children's academic potential, rather than the encouragement of independence and autonomy. Will this year's school-leavers be standing so firmly on their own feet that they can cope with this dilemma?

Daphne Johnson is convener of the Educational Studies Unit, Brunel Institute of Organization and Social Studies, Brunel University. She is writing here in a personal capacity.

Newham's parents' centre: is this the logical development after teachers' centres?

Photographs by Sally Greenhill



in her bedroom. Now it's full of books, so she works in the sitting room—we sit in the kitchen." "We feel it's up to us to provide the facilities, then leave it up to her to get on with it."

Even for those children in relatively disadvantaged families, the movement towards independence is encouraged. The mother of a physically handicapped boy said: "I've seen parents who fawned over their handicapped children. All along, we wanted him to become independent. If I ever felt a little bit weak, I wouldn't give in—kept going ahead. He's not well paid, but he is living his own life."

Another mother said: "He's quite backward—lives in a world of his own. He's got another year, but he has to realize he will be leaving school soon. I shall have a little talk with him about it again." "He relies on me taking him

swimming and so on—I think he will be able to go with his friends. I try to get him to go out more. My daughter thought I was a bit hard, but now she stands now. He encourages him to go to the airport with his friend for the day."

These parents certainly had a philosophy about the upbringing of their children. They had educational goals for their pupils of the developmental kind, as some parents do, though in many cases they had not had the opportunity to be involved with the school. They were not apathetic. But education was not a goal for these parents. They were not apathetic, but purposeful. They were not apathetic, but purposeful. They were not apathetic, but purposeful.

Teachers as attempts to offset "fatalistic resignation". One teacher put it to me more bluntly: "My task is to remove these children's working class blinkers. Teachers may feel they are doing this in opposition to parents. Parents seem to feel they share these confidence-enhancing goals for the child, and are working towards them through their whole rationale of child-rearing."

Perhaps parents and teachers would draw most benefit from a home-school relationship which amounts to a comradely wave to one another, as they separately press forward with their common task of spreading opportunities in the path of the developing child. The relationship sounds attractive. But there are drawbacks.

Encouraging children to stand on their own feet is in line with the "progressive" ideal, which sees education as the releasing and developing of each child's potential. But this does not sit well with the ideal which equates education with certain inputs of knowledge and standards of scholastic achievement. The educational research of 20 years ago, which identified the characteristics of family life most conducive to children's educational progress, did not dispute the supremacy of the knowledge-ideal in secondary education.

The original concept was of a family which knowledgeably supported its children on their route through the system. The children of such families were found to be more successful than the average: at entry to selective schools, and to universities, and more likely to stay the

course. Today we are more ambivalent about the aims of secondary education. But as secondary children move closer to the world of work or further education, they may encounter attitudes—both of employers and teachers—which hold single-mindedly to the knowledge-ideal, and value the kind of parental support which puts first the maximizing of children's academic potential, rather than the encouragement of independence and autonomy. Will this year's school-leavers be standing so firmly on their own feet that they can cope with this dilemma?

Daphne Johnson is convener of the Educational Studies Unit, Brunel Institute of Organization and Social Studies, Brunel University. She is writing here in a personal capacity.

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1. The first step is to identify the problem. This involves understanding the current situation and what needs to be changed.

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## First hand design

A new course at the North Staffordshire Polytechnic described by Adeline Hartcup

An interesting BA honours course in the history of design and visual arts was launched last September at North Staffordshire Polytechnic, Stoke on Trent. It is one of the few British courses covering the history of design at degree level, and the only course in Europe which offers undergraduates a chance of specializing in the history of ceramics and glass, and the history of graphic design.

Flavia Petrie, head of the department of art history and complementary studies, explained the rather complicated programme of the course. In 1970 Stoke on Trent College of Art became part of the newly formed North Staffordshire Polytechnic with increased facilities and many new staff and students. The faculty of art and design at the polytechnic is divided into four departments: (1) fine art, (2) graphic design, (3) three-dimensional design and (4) art history and complementary studies.

The art history department teaches the history of subject to students in all the other departments, and since the merger of the two successful courses in ceramics and graphic design to form the multidisciplinary design degree course which now encompasses no less than ten areas of design, the art history department built up a considerable experience in teaching the history of this wide range of design subjects.

The new course is run by 12 well-qualified art and design historians, and they emphasize the importance of students having first hand practical experience of techniques and materials in order to enhance their study of the history of art and design.

The polytechnic's impressively equipped modern building with its millions of pounds worth of specialist machinery allows the history of design course students to work alongside others who are welding, glassblowing, mixing pigments, modelling, painting and so on.

The design stage consists of a variety of possible solutions from which the most suitable is selected for further development. So much importance is attached to the use of sketching techniques and a speed of design, that complete working drawings, produced with drawing instruments, are not insisted upon at this stage.

The technical subjects are taken as an option by a large number of pupils in the fourth and fifth years. Those working for exams in craftwork design, wood or metal, normally take technical drawing as well. In technical drawing itself, creativity plays an important role. Under the direction of my colleague Mr D. J. Gladin an enthusiastic fourth year group has been producing designs for houses.

By the fifth year our pupils write their own design briefs, identifying a need at home or school and going through the complete process of design, realization of design, and evaluation. This provides a high point of achievement in the craft of their choice, displaying a high standard of technical skill in both drawing and craftsmanship.

We suggest that those so motivated might continue their studies at Exeter College for an A level in design technology, with the further prospect of a degree in design technology at a university or polytechnic. The marriage between design and craftsmanship at this stage continues to be a happy one.

R. P. Roberts is head of technical subjects at North Staffordshire Polytechnic.

There are advantages both ways. Stoke on Trent, in the heart of the existing resources and traditions of the North West Midlands, and students have a wealth of archival material and ceramic collections in the district to which they can refer. There is a close link with the Wedgwood museum, whose curator is a member of the teaching staff.

The course backs up its training with an interesting programme of studies. These introduce the sociology of the mass media as well as industrial archaeology and the social, cultural and literary background of the past three centuries.

Another unusual subject in the course is film studies, based on the belief that the use of film in cinema and television has been a revolutionary and influential factor in the visual culture of our industrial society. Again they are lucky at Stoke on Trent in having the only polytechnic in the country with a regional film theatre on the premises.

What kind of students have been applying for the new course? Some already have an art background, others have chosen this instead of a university course elsewhere.

There is a wide age range, over a third of the first year's intake being of well above average age - several in their mid-thirties, and two in their thirties. Admission requirements are five GCSEs (two A level) or four GCSEs (three A level) or qualifications which are considered the equivalent of these. A modern European language is an advantage.

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**WILTSHIRE**  
**WINDSOR COLLEGE**  
Boarding School for  
Boys of 11-18  
GRADUATES required for  
1977, to share in the  
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The successful completion outstanding and activities will be capable up upon and developing wealth of talent in this stimulating and creative an enthusiastic and motivated.

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**COUNTY**  
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## SCUNTHORPE DIVISION

The Division covers the area of South West Humberside which includes Gooles, Snaith, Epworth, Crowle, Scunthorpe, Brigg, Barton and Kilton Lindsey.

Vacancies exist for the commencement of the Autumn Term in the following subjects in Secondary Schools. Candidates should be suitably trained and qualified.

All posts are within Scale 1.

**CRAFT SCIENCE**  
**HOME ECONOMICS**  
**LANGUAGES (French and/or German)**  
**GEOGRAPHY** **ENGLISH**  
**MATHEMATICS** **HISTORY**  
**MUSIC**

Application forms obtainable from the Divisional Education Officer, Civic Centre, Scunthorpe, DN15 1AB, to be returned by 31st May, 1977.



Required for 1st September, 1977

## Geography, Scale 2

Responsibility for teaching Geography up to and including C.S.E. An interest in Social Studies is also desirable.

Cashe Hill Girls' School, Castleton Street, Bolton (400 girls)

## Technical Subjects, Scale 1

A teacher is required to make a lively contribution in at least two and preferably three of the following fields: Design Technology, Technical Drawing, Woodwork or Metalwork. Technical Drawing and the London University Design Technology course are taught to 'O' and 'A' level.

Deane Grammar School, New York, Bolton (Co-educational, 750 pupils)

## Humanities Faculty, Scale 1

Person to teach Religious Education in the upper school and Integrated Humanities in the lower school. Ability to take a small amount of French would be a great asset.

Shakespeare High School, Hill Cot Road, Bolton (Co-educational, 950 pupils)

## Housemaster/Mistress, Scale 2

The Haywards Schools  
Applications are invited from suitably qualified and experienced teachers for this post which will become vacant in September, 1977. The successful candidate will be attached to the staff of Haywards Lever High School (700 pupils). To teach preferably mathematics and/or science to C.S.E. level. The ability to co-operate with staff in all three schools is essential for this post.

Haywards Lever High School, Lever Edge Lane, Bolton.

Little Lever County Secondary School  
This 11-18 Co-educational school is scheduled to open in September, 1977. It will have an initial first-year four-form intake.

The following staff are required —

**Deputy Head Teacher, Group 7**  
To play an active role in policy making, organisation and administration. A significant teaching contribution is expected. Further details available with application form.

**Enthusiastic Teachers,**  
In the following seven curricular areas. Six posts at Scale 2 are available in these areas:

English/Drama; Mathematics; General Sciences; Modern Languages; Humanities; Art/Craft/Design. Work with the less able child. The ability to offer Music or Physical Education and/or a willingness to become involved in extracurricular activities will be an advantage.

Application forms for these posts at Little Lever Secondary School must be returned to the Director of Education.

Application forms obtainable from the Director of Education, P.O. Box 83, Paderborn House, Civic Centre, Bolton BL1 1JW, should be returned to the appropriate Head Teacher, except where stated, as soon as possible but not later than 30th May, 1977.



## Secondary &amp; Comprehensive

Applications are invited for the following posts vacant from September, 1977:—

**HEADS OF DEPARTMENT**  
The Warriner School, Banbury Road, Bloxham—Music (Scale 3).  
Henry Box School, Church Green, Wilney—Chemistry (Scale 3).

**EUROPEAN STUDIES**  
Lord Williams's School, Oxford Road, Thames—Teacher-in-Charge (Scale 2).

**SCALE 1 POSTS FOR MATHEMATICS AND MODERN LANGUAGES**  
Fitzharry's School, Northcott Road, Abingdon—Mathematics.  
John Mason School, Wootton Road, Abingdon—Mathematics and Modern Languages (German).

Barbury School, Ruskin Road, Banbury—Mathematics.  
Drayton School, Banbury—Modern Languages (French and Spanish).

Burford School, Cheltenham Road, Burford—Modern Languages (French).

Carlton Comprehensive School, Upavon Way, Carlton—Modern Languages (French and German).

Spendlow School, Charlbury—Mathematics.  
Bartholomew School, Witney Road, Eynham—Modern Languages (French and German).

Faringdon School, Gloucester Street, Faringdon—Mathematics.  
Cheney School, Cheney Lane, Headington, Oxford—Mathematics.

Children Edge School, Reade's Lane, Sonning Common—Modern Languages (French).

Lord Williams's School, Oxford Road, Thames—Modern Languages (mainly French).

Wallingford School, Station Road, Wallingford—Mathematics and Modern Languages (French and German).

Marlborough School, Shipton Road, Woodstock—Modern Languages (French and German).

Applications to the Head Teacher at the relevant school giving full details of qualifications and experience and the names and addresses of two educational referees. Please enclose stamped addressed envelope.

## Oxfordshire

## Metropolitan Borough of Rochdale

## EDUCATION DEPARTMENT

Closing date: 30th May, 1977.

## Primary and Special Schools

For application forms, send stamped addressed envelope to the Chief Education Officer, Education Department, Municipal Buildings, Manchester Old Road, Middleton, M24 4EA, unless otherwise stated. Completed forms to be returned to the Head of the School.

## Secondary Schools

Forms/further details from and returnable to the Head Teacher at the School, S.A.E. please.

## SPECIAL EDUCATION

## RE-ADAPTATION

## INSTRUMENTAL MUSIC SERVICE

Castlemere School, Tweedale Street, Rochdale, OL11 1HH. Tel. Rochdale 58389

Required for September, 1977, to teach in the Authority's Schools and Music Centres.

## TEACHER/INSTRUCTOR OF

## CELLO/DOUBLE BASS

Salary: Burnham, Scale 1. Car users allowance payable.

## SECONDARY/HIGH SCHOOLS

Cardinal Langley (Boys) Grammar (11-18)

Rochdale Road, Middleton, M24 2GL. Tel. 081-641 4000

Required for September, 1977.

## HEAD OF MODERN LANGUAGES, Scale 4

Sutherland High (11-18)

Sutherland Road, Darnhill, Heywood OL10 3PL. Tel. Heywood 60468

## MATHEMATICS, Scale 1

To take modern mathematics through to C.S.E. and 'O' level.

## HUMANITIES, Scale 1

Social Studies (History and Geography).

Applications for SCALE 1 posts for September are obtainable from the Head Teachers/Principals at the addresses shown above and should be returned to the County Education Officer, Education Office, 75, Woodlands Road, Middlesbrough, Cleveland, TS1 3BN, within 14 days of the appearance of this advertisement, unless otherwise stated.

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## County of Cleveland

## SECONDARY SCHOOLS

All Secondary Schools are mixed Comprehensive Schools.

## 11-18 SCHOOLS

**SCALE 2—BIOLOGY**  
**ENGLISH MARTYRS R.C. SCHOOL** (Roll 1,528)  
Catoole Road, Hartlepool, Cleveland (Tel. Hartlepool 3790)

Required for September, 1977, a teacher for BIOLOGY, able to teach to 'O', C.S.E. and 'A' levels.

(Applications returnable to the Rev. P. McGulgan, St. Patrick's Priory, Oulton Manor Lane, Hartlepool, Cleveland, within 14 days of the appearance of this advertisement.)

**SCALE 1—SCIENCE**  
**BRIENTON SCHOOL** (Roll 1,588)  
Catoole Road, Hartlepool, Cleveland, TS25 4AB (Tel. Hartlepool 85711)

Required for September, 1977, a teacher for NUFFIELD COMBINED SCIENCE (Lower School). This appointment is a temporary one for one year only.

**11-16 SCHOOLS**  
**SCALE 2—ASSISTANT YEAR TUTOR/ART COORDINATOR**  
**BOYNTON SCHOOL** (Roll 1,127)  
Hall Drive, Acklam, Middlesbrough, Cleveland, TS9 1JL (Tel. Middlesbrough 83778)

Required for September, 1977, the vacancy being for an experienced teacher to work initially with FIFTY YEAR PUPILS. Applicants should preferably be teachers of ART who would be able to act as Art Coordinator in the school.

**SCALE 2—ENGLISH**  
**NUNTHORPE SCHOOL** (Roll 1,196)  
Guldborough Road, Nunthorpe, Middlesbrough, Cleveland, TS7 0LA (Tel. Middlesbrough 30581)

Required for January, 1978, or before if possible, a teacher to be Second in the ENGLISH Department.

**SCALE 1—GENERAL SUBJECTS**  
**LAURENCE JACKSON SCHOOL** (Roll 1,582)  
Church Lane, Guldborough, Cleveland, TS14 8RD (Tel. Guldborough 3412)

Required for September, 1977, a teacher for GENERAL SUBJECTS (English/History/Geography).

**SCALE 1—GIRLS' PHYSICAL EDUCATION**  
**ST. PETER'S R.C. SCHOOL** (Roll 918)  
Normanby Road, South Bank, Cleveland, TS9 8EP (Tel. Eton Grange 3402)

Required for September, 1977, a teacher for GIRLS' PHYSICAL EDUCATION.

(Applications returnable to Father Brennan, St. Ann's Priory, White Hill, Eton, Cleveland, within 14 days of the appearance of this advertisement.)

**SCALE 1—MATHEMATICS**  
**NUNTHORPE SCHOOL** (Roll 1,196)  
Guldborough Road, Nunthorpe, Middlesbrough, Cleveland, TS7 0LA (Tel. Middlesbrough 30581)

Required for September, 1977, a teacher of MATHEMATICS.

The following vacancies exist at:

**RYE HILLS SCHOOL** (Roll in September, 1977—1,400)  
Wavertree Road, Redcar, Cleveland (Tel. Redcar 4289)

Required for September, 1977, SCALE 1 teachers for:

(1) ENGLISH.  
(2) SCIENCE, to teach Combined Science in Years 1 and 2 and mainly BIOLOGY in the upper school.

## SCALE 1—HISTORY

**NORTON SCHOOL** (Roll 1,019)  
Berkshire Road, Stockton, Cleveland, TS20 2RO (Tel. Stockton 857381)

Required for September, 1977, a teacher for HISTORY.

The following vacancies exist at:

**ST. PATRICK'S R.C. SCHOOL** (Roll 842)  
Bayville Road, Thornaby, Cleveland, TS17 9DE (Tel. Stockton 81927)

Required for September, 1977, SCALE 1 teachers for:

(1) ENGLISH. This is a temporary appointment for one year.

(2) ART, to specialise in Drawing, Painting and Pottery. (Applications returnable to the Rev. C.T. Breen, The Priory, Westbury Street, Thornaby, Cleveland, within 14 days of the appearance of this advertisement.)

## SIXTH FORM COLLEGE

The following vacancies exist at:

**STOCKTON SIXTH FORM COLLEGE** (Roll 400)  
Blahopston Road West, Stockton, Cleveland, TS15 9DD (Tel. Stockton 812811)

Required for September, 1977, SCALE 1 teachers for:

(1) HISTORY/ECONOMICS. Candidates must be prepared to teach both subjects to 'O' level and at least one to 'A' level.

(2) ENGLISH. This is a temporary appointment for one year only in the first instance.

Financial assistance with household removal expenses is available in approved cases. Further details and application forms are obtainable from the Head Teachers at the addresses shown above.

Teachers at the addresses shown above should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees.

Letters of application and completed application forms should be submitted direct to the Head Teachers within 14 days of the appearance of this advertisement, unless otherwise stated.

Applications for SCALE 1 posts for September are obtainable from the Head Teachers/Principals at the addresses shown above and should be returned to the County Education Officer, Education Office, 75, Woodlands Road, Middlesbrough, Cleveland, TS1 3BN, within 14 days of the appearance of this advertisement, unless otherwise stated.

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## SECONDARY

Physical Education continued

**LONDON, E.7**  
**ST. ANNE'S SCHOOL**  
100, St. Anne's Road, London E7 6HX (Tel. E7 6HX)

Required for September, 1977, a teacher for PHYSICAL EDUCATION, to teach to 'O' level and 'A' level.

**NEWCASTLE upon Tyne**  
**THE JOHN HENLY SCHOOL**  
100, St. Anne's Road, Newcastle upon Tyne (Tel. Newcastle 812811)

Required for September, 1977, a teacher for PHYSICAL EDUCATION, to teach to 'O' level and 'A' level.

**BROMLEY**  
**THE JOHN HENLY SCHOOL**  
100, St. Anne's Road, Bromley (Tel. Bromley 812811)

Required for September, 1977, a teacher for PHYSICAL EDUCATION, to teach to 'O' level and 'A' level.

**NORFOLK**  
**THE JOHN HENLY SCHOOL**  
100, St. Anne's Road, Norfolk (Tel. Norfolk 812811)

Required for September, 1977, a teacher for PHYSICAL EDUCATION, to teach to 'O' level and 'A' level.

**NOTTINGHAMSHIRE**  
**THE JOHN HENLY SCHOOL**  
100, St. Anne's Road, Nottingham (Tel. Nottingham 812811)

Required for September, 1977, a teacher for PHYSICAL EDUCATION, to teach to 'O' level and 'A' level.

**CRUYDON**  
**THE JOHN HENLY SCHOOL**  
100, St. Anne's Road, Cruydon (Tel. Cruydon 812811)

Required for September, 1977, a teacher for PHYSICAL EDUCATION, to teach to 'O' level and 'A' level.

**ESSEX**  
**THE JOHN HENLY SCHOOL**  
100, St. Anne's Road, Essex (Tel. Essex 812811)

Required for September, 1977, a teacher for PHYSICAL EDUCATION, to teach to 'O' level and 'A' level.

**HERTFORDSHIRE**  
**THE JOHN HENLY SCHOOL**  
100, St. Anne's Road, Hertfordshire (Tel. Hertfordshire 812811)

Required for September, 1977, a teacher for PHYSICAL EDUCATION, to teach to 'O' level and 'A' level.

**LEICESTERSHIRE**  
**THE JOHN HENLY SCHOOL**  
100, St. Anne's Road, Leicestershire (Tel. Leicestershire 812811)

Required for September, 1977, a teacher for PHYSICAL EDUCATION, to teach to 'O' level and 'A' level.

**LIVERPOOL**  
**THE JOHN HENLY SCHOOL**  
100, St. Anne's Road, Liverpool (Tel. Liverpool 812811)

Required for September, 1977, a teacher for PHYSICAL EDUCATION, to teach to 'O' level and 'A' level.

**SURREY**  
**THE JOHN HENLY SCHOOL**  
100, St. Anne's Road, Surrey (Tel. Surrey 812811)

Required for September, 1977, a teacher for PHYSICAL EDUCATION, to teach to 'O' level and 'A' level.

**SUTTON**  
**THE JOHN HENLY SCHOOL**  
100, St. Anne's Road, Sutton (Tel. Sutton 812811)

Required for September, 1977, a teacher for PHYSICAL EDUCATION, to teach to 'O' level and 'A' level.

**WARWICKSHIRE**  
**THE JOHN HENLY SCHOOL**  
100, St. Anne's Road, Warwickshire (Tel. Warwickshire 812811)

Required for September, 1977, a teacher for PHYSICAL EDUCATION, to teach to 'O' level and 'A' level.

**WEST SUSSEX**  
**THE JOHN HENLY SCHOOL**  
100, St. Anne's Road, West Sussex (Tel. West Sussex 812811)

Required for September, 1977, a teacher for PHYSICAL EDUCATION, to teach to 'O' level and 'A' level.

**WILTSHIRE**  
**THE JOHN HENLY SCHOOL**  
100, St. Anne's Road, Wiltshire (Tel. Wiltshire 812811)

Required for September, 1977, a teacher for PHYSICAL EDUCATION, to teach to 'O' level and 'A' level.

**WILTSHIRE**  
**THE JOHN HENLY SCHOOL**  
100, St. Anne's Road, Wiltshire (Tel. Wiltshire 812811)

Required for September, 1977, a teacher for PHYSICAL EDUCATION, to teach to 'O' level and 'A' level.

**WILTSHIRE**  
**THE JOHN HENLY SCHOOL**  
100, St. Anne's Road, Wiltshire (Tel. Wiltshire 812811)

Required for September, 1977, a teacher for PHYSICAL EDUCATION, to teach to 'O' level and 'A' level.

**WILTSHIRE**  
**THE JOHN HENLY SCHOOL**  
100, St. Anne's Road, Wiltshire (Tel. Wiltshire 812811)

Required for September, 1977, a teacher for PHYSICAL EDUCATION, to teach to 'O' level and 'A' level.

**WILTSHIRE**  
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100, St. Anne's Road, Wiltshire (Tel. Wiltshire 812811)

Required for September, 1977, a teacher for PHYSICAL EDUCATION, to teach to 'O' level and 'A' level.

**WILTSHIRE**  
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100, St. Anne's Road, Wiltshire (Tel. Wiltshire 812811)

Required for September, 1977, a teacher for PHYSICAL EDUCATION, to teach to 'O' level and 'A' level.

**WILTSHIRE**  
**THE JOHN HENLY SCHOOL**  
100, St. Anne's Road, Wiltshire (Tel. Wiltshire 812811)

Required for September, 1977, a teacher for PHYSICAL EDUCATION, to teach to 'O' level and 'A' level.

**WILTSHIRE**  
**THE JOHN HENLY SCHOOL**  
100, St. Anne's Road, Wiltshire (Tel. Wiltshire 812811)

## Religious Education

## Heads of Department

**AVON COUNTY**  
**THE JOHN HENLY SCHOOL**  
100, St. Anne's Road, Avon (Tel. Avon 812811)

Required for September, 1977, a teacher for RELIGIOUS EDUCATION, to teach to 'O' level and 'A' level.

**BERKSHIRE**  
**THE JOHN HENLY SCHOOL**  
100, St. Anne's Road, Berkshire (Tel. Berkshire 812811)

Required for September, 1977, a teacher for RELIGIOUS EDUCATION, to teach to 'O' level and 'A' level.

**BIRMINGHAM**  
**THE JOHN HENLY SCHOOL**  
100, St. Anne's Road, Birmingham (Tel. Birmingham 812811)

Required for September, 1977, a teacher for RELIGIOUS EDUCATION, to teach to 'O' level and 'A' level.

**BIRMINGHAM**  
**THE JOHN HENLY SCHOOL**  
100, St. Anne's Road, Birmingham (Tel. Birmingham 812811)

Required for September, 1977, a teacher for RELIGIOUS EDUCATION, to teach to 'O' level and 'A' level.

**BIRMINGHAM**  
**THE JOHN HENLY SCHOOL**  
100, St. Anne's Road, Birmingham (Tel. Birmingham 812811)

Required for September, 1977, a teacher for RELIGIOUS EDUCATION, to teach to 'O' level and 'A' level.

**BIRMINGHAM**  
**THE JOHN HENLY SCHOOL**  
100, St. Anne's Road, Birmingham (Tel. Birmingham 812811)

Required for September, 1977, a teacher for RELIGIOUS EDUCATION, to teach to 'O' level and 'A' level.

**BIRMINGHAM**  
**THE JOHN HENLY SCHOOL**  
100, St. Anne's Road







**WALTHAM FOREST**  
(London Borough of)  
**EDUCATION COMMITTEE**  
The Borough is within easy access  
of Central London and surrounded by

[illegible]

**SCIENCE TEACHING** required in a well-organized department in a good laboratory building in a school or college. High salary offered on roll 13 to 15 years. Applications invited from teachers with middle or secondary training in biology, physics or chemistry. Application containing curriculum vitae and test scores to be placed in sealed envelope.

**WEST BUCKLEY**  
COUNTRY COUNCIL  
WID-BUCKLEY AREA  
WEALD SCHOOL,  
Station Road  
Tunbridge Wells  
Kent TN11 9BQ  
**REPLY BY POST TO:**

[illegible]

**NTY OF  
LAN MORGAN**

1977.

**ARY SCHOOL, Cardiff**  
**ILLER : Group 4**  
ve-named school invite applica-  
members of the Anglican  
t of Deputy Headteacher which  
ment.

**DEAF: Scale 1 plus Special**  
 deaf to work in the Junior  
 Consideration will be given  
 wishing to teach deaf children.

**HER OF VIOLIN: Scale 2**  
 ation at Primary and Secondary  
 area of the County. Candidates  
 alified teachers with appropriate  
 ations in teaching the instrument.

**ENSIVE (11-18) 12-form-entry**

**EDUCATION : Scale 1**  
 of P.E. at all levels.  
**EDUCATION : Scale 1**  
 ists offered.  
**SCHOOL, Cardiff** (11-18 Comprehensive)

Scale 1  
the school to C.S.E. and "O" level  
for suitable candidates.  
SCHOOL (11-16 Comprehensive)  
up to C.S.E. and "O" level  
work for suitable candidates.  
SCHOOL, Cardiff  
5-form-entry  
to practising members of the  
Scale 1 or 2  
advantage, possibility of "A"  
for suitable candidates.  
RC GIRLS' HIGH SCHOOL,  
5-form-entry  
Scale 1 or 2  
to "O" and C.S.E. level  
for experienced teacher willing  
to take dual role.  
SCHOOL, Cardiff

throughout the school. Back-  
ground/Biochemistry would be  
may be obtained, on receipt of  
envelope, from the undi-  
sturbed, forms should be retained  
appearance of this advertisement  
of Education, Education Office





## SURREY COUNTY COUNCIL

★ FRINGE AREA LONDON ALLOWANCE £150 p.a. THROUGHOUT THE COUNTY.

★ Generous relocation expenses in approved cases.

★ Applicants for appointment to County and Voluntary Controlled Schools (except reserve teachers) effective from 1 September, 1977, and later should note that the Education Committee intend to issue to Assistant Teachers on Burnham Scale 1 contracts to the service of the County Council with assignment initially to the school indicated. This will mean that teachers so appointed may be required to transfer to other schools at a later date.



## SECOND MASTERS/MISTRESSES

WORKING, ST. JOHN THE BAPTIST R.C. COMPREHENSIVE  
SECOND MASTER/MISTRESS.  
Telephone: Working 87442.



## POSTS OF RESPONSIBILITY

### COMPREHENSIVE

CAMBERLEY, COLLINGWOOD COUNTY SECONDARY  
ENGLISH teacher to be second in Department. Scale 3.  
Telephone: Camberley 84048.

### CHERTSEY, SALESIAN SCHOOL

FRENCH graduate teacher; Sixth Form work available and Scale post for suitable applicant.  
Telephone: Chertsey 64521.

EFFINGHAM, HOWARD OF EFFINGHAM COUNTY SECONDARY  
PHYSICS teacher to take subject to C.S.E. and 'O' Level. Possibility of 'A' Level work. Scale 2 for suitable applicant.  
Telephone: Bookham 53994.

### EPSOM, ROSEBURY SCHOOL

SOCIAL STUDIES. Head of Department. Scale 3. Well-qualified and experienced teacher to co-ordinate and develop a new Department in a newly-organised, 52-18 school with a Sixth Form of 80 girls. Well established 'A' Level Courses in ECONOMICS and BRITISH GOVERNMENT and POLITICS; SOCIOLOGY, C.S.E. and 'O' Level. Further courses to be introduced. Applicants should be able to offer at least one of the main Social Sciences to 'A' and 'O' Level.  
Telephone: Epsom 20439.

### FARNHAM, HEATH END COUNTY SECONDARY

YEAR TUTOR to work in established team with ability to offer ENGLISH, MATHEMATICS, SCIENCE, HISTORY and GEOGRAPHY. Scale 3.  
Telephone: Farnham 6588.

### FARNHAM, WEYDON COUNTY SECONDARY

MATHEMATICS teacher. Department situated in new extension including Mathematics Laboratory. Scale 2.  
Telephone: Farnham 6209.

### FRIMLEY, TOLMESCOTE COUNTY SECONDARY

ART. Head of Department. School has a lively department with excellent results at all levels. Well-equipped Art and Pottery Rooms. Scale 3 for suitable applicant. FRENCH. Teacher to be second in Department. Ability to teach European Studies an advantage. Scale 2 for suitable applicant.

BIOLOGY. Head of Department. School has a strong and lively Department with courses at C.S.E., 'O' and 'A' Level and well-equipped laboratory. Scale 3 for suitable applicant.  
Telephone: Camberley 28760.

### HERSHAM, RYDENS SCHOOL

MUSIC. Heads of Department to take responsibility for Choral and Orchestral music in a rapidly developing department. Scale 2 or 3.  
Telephone: Walton 24793.

### MERTSHAM, REDHILL, ALBURY MANOR COUNTY SECONDARY

SCIENCE. Head of Department. Biologist with Chemistry preferred. Scale 3.  
Telephone: Mersham 4291.

### MILFORD RODBOROUGH COUNTY SECONDARY

ENGLISH. Teacher, Scale 2, with responsibility for liaison with contributory middle schools.  
Telephone: Godalming 28182.

### SHEPPERTON, THAMESMEAD COUNTY SECONDARY

SPANISH. Teacher to take subject and to initiate and develop a course in Spanish up to 'O' Level within an expanding language department. Ability to teach FRENCH (on part-time basis) essential. Scale 2.  
Telephone: Walton-on-Thames 27078.

### WORKING WINSTON CHURCHILL COUNTY SECONDARY

SCIENCE. Head of Department for this 12-18 comprehensive. Good qualifications and teaching experience in Physical Sciences preferred. Scale 3.  
Telephone: Brookwood 6861.



## SCALE 1 POSTS

### SIXTH FORM COLLEGE

WORKING SIXTH FORM COLLEGE  
SPANISH teacher to take subject up to 'A' Level in this purpose-built Sixth Form college. First appointments welcome.  
Telephone: Working 81131.

### GRAMMAR

EWELL, THE GLYN COUNTY SCHOOL FOR BOYS  
(TO BE REORGANISED AS COMPREHENSIVE FROM SEPTEMBER, 1977)  
PHYSICS teacher. First appointments welcome.  
Telephone: 01-393 4102.

### COMPREHENSIVE

#### ASHFORD, ABBOTSFORD COUNTY SECONDARY

FRENCH teacher, with some GERMAN. GEOGRAPHY/HISTORY teacher. MATHEMATICS teacher.  
Telephone: Ashford 52889.

#### CAMBERLEY, COLLINGWOOD COUNTY SECONDARY

COMMERCE teacher. CHEMISTRY teacher.  
Telephone: Camberley 64048.

#### CRANLEIGH, GLEBELANDS COUNTY SECONDARY

FRENCH and GERMAN teacher. ENGLISH teacher required for this 12-16 Comprehensive School. Telephone: Cranleigh 5248.

#### ESHER, WAYNEFLETE SCHOOL

SCIENCE teacher to take subject throughout the school and PHYSICS to extension level.  
Telephone: Esher 63002.

#### GODALMING, BROADWATER COUNTY SECONDARY

FRENCH teacher, second subject an advantage.  
Telephone: Godalming 22168.

#### GUILDFORD, GEORGE ABBOT COUNTY SECONDARY

ART teacher preferably with interest in Silk Screen printing to join large department offering a variety of specialities with flourishing courses at 'O' and 'A' Level.  
Telephone: Guildford 72249.

#### HASLEMERE, WOOLMER HILL COUNTY SECONDARY

ENGLISH teacher.  
Telephone: Haslemere 2748.

#### MORLEY, COURT LODGE COMPREHENSIVE

ENGLISH teacher with opportunities to teach to 'O' and 'A' Level.  
Telephone: Morley 2016.

#### MILFORD, RODBOROUGH COUNTY SECONDARY

MATHEMATICS teacher required.  
Telephone: Godalming 28182.

#### MYTCHELL, ROBERT HAINING COUNTY SECONDARY

CRAFT DESIGN and TECHNOLOGY teacher. Opportunity for wide-ranging experience using a Design approach in a well-established department. Courses to C.S.E. and 'O' Level.  
Telephone: Farnborough 44879.

#### SHEPPERTON, THAMESMEAD COUNTY SECONDARY

FRENCH teacher to be third in Department. First appointments welcome. METALWORK teacher. Ability to offer another subject especially SCIENCE an advantage. First appointments welcome. GENERAL SUBJECTS teacher. Should be able to offer two of the following: History, Religious Studies and Music. Telephone: Walton-on-Thames 27078.

#### STAINES, MAGNA CARTA COUNTY SECONDARY

FRENCH teacher required to take subject to 'O' Level.  
Telephone: Staines 55487.

#### SUNBURY, BISHOP WARD C. OF E. SECONDARY

HOME ECONOMICS and NEEDLEWORK teacher for this 11-18 school with large Sixth Form. Applicants should be in sympathy with the Christian tradition of the school.  
Telephone: Sunbury 87537.

#### SUNBURY COUNTY SECONDARY

NEEDLEWORK with some HOME ECONOMICS. GIRLS' P.E. and GAMES teacher required.  
Telephone: Sunbury-on-Thames 82844.

#### WARRINGHAM COUNTY SECONDARY

ENGLISH teacher to take subject across the ability range and up to 'A' Level. An interest in DRAMA, desirable, but not essential.  
Telephone: Upper Warringham 4087.

#### WORKING WINSTON CHURCHILL COUNTY SECONDARY

METALWORK and TECHNICAL DRAWING teacher for this 10 form entry 12-18 comprehensive.  
Telephone: Brookwood 6861.

#### FRIMLEY, TOLMESCOTE COUNTY SECONDARY

PHYSICS/CHEMISTRY. Teacher to take subjects to C.S.E., 'O' and 'A' Level with GENERAL SCIENCE. First appointments welcome.  
Telephone: Camberley 28760.

Further details available from the Head where the telephone number is shown.

Application forms available on receipt of a stamped, addressed, foolscap envelope from the County Education Officer, County Hall, Kingston-on-Thames KT1 2DJ. If you require a weekly list of vacancies please send stamped addressed envelope.



Applications are invited from suitably qualified teachers for the following posts in the Authority's service. All posts are Scale 1 unless otherwise specified. An asterisk before the school name indicates a Priority School.

## HEADSHIPS

Pentrepoech Junior, Soar Terrace, Morriston  
This is a GROUP 5 School for girls with a pupil enrolment of 110 in the age range 7-11 years. (Post Ref. SP12/8.7.7.)

Gwaunacogwen Primary, Gwaunacogwen, N. Ammanford  
This is a GROUP 3 School with a mixed pupil enrolment of 110 in the age range 7-11 years. (Post Ref. SP12/8.7.7.)

Penllogaer Special School, Penllogaer Cross, Penllogaer, Swansea  
This is a GROUP 3 (S) E.S.N. (S) Special School with a pupil enrolment of 22 in the age range 3-16 years. (Post Ref. SP12/8.7.7.)

WIRRAL  
(Metropolitan Borough of Wirral, Merseyside)  
A headship is available at the following schools:

WIRRAL JUNIOR SCHOOL, WIRRAL  
This is a GROUP 3 School with a mixed pupil enrolment of 110 in the age range 7-11 years. (Post Ref. SP12/8.7.7.)

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## SECONDARY

### Science continued

WEST SUSSEX  
BURNHAM GREEN SCHOOL  
Head of Department  
Number on roll 1,180  
(including 100 Sixth Form)  
For September 1, 1977.  
Teacher of CHEMISTRY  
(Scale 3).  
Graduate required to teach the subject at varying levels including a share of 'A' level work.  
Teacher of BIOLOGY  
(Scale 3).  
Apply by letter giving full details including names and addresses of two referees to the Head of the school. Applications to be enclosed in a stamped addressed envelope.

WIRRAL  
(Metropolitan Borough of Wirral, Merseyside)  
A headship is available at the following schools:

WIRRAL JUNIOR SCHOOL, WIRRAL  
This is a GROUP 3 School with a mixed pupil enrolment of 110 in the age range 7-11 years. (Post Ref. SP12/8.7.7.)

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## WIRRAL

### Other Posts on Scale 2 and above

#### KENT

COUNTY COUNCIL  
EDUCATION DEPARTMENT  
ASHFORD DIVISION  
NORTH SCHOOL FOR GIRLS  
(Post Ref. SP12/8.7.7.)

Required for September, 1977. Teacher of CHEMISTRY, with some BIOLOGY, to teach the subject at varying levels including a share of 'A' level work.

Teacher of BIOLOGY  
(Scale 3).  
Apply by letter giving full details including names and addresses of two referees to the Head of the school. Applications to be enclosed in a stamped addressed envelope.

LEICESTERSHIRE  
HEAD OF DEPARTMENT  
NORTH SCHOOL FOR GIRLS  
(Post Ref. SP12/8.7.7.)

Required for September, 1977. Teacher of CHEMISTRY, with some BIOLOGY, to teach the subject at varying levels including a share of 'A' level work.

Teacher of BIOLOGY  
(Scale 3).  
Apply by letter giving full details including names and addresses of two referees to the Head of the school. Applications to be enclosed in a stamped addressed envelope.

BUCKINGHAMSHIRE  
WYCOMBE DIVISION  
PRINCESS BARBOROUGH SCHOOL  
SECONDARY SCHOOL  
(Post Ref. SP12/8.7.7.)

Required for September, 1977. Teacher of CHEMISTRY, with some BIOLOGY, to teach the subject at varying levels including a share of 'A' level work.

Teacher of BIOLOGY  
(Scale 3).  
Apply by letter giving









Qualified teachers are invited to apply for the following posts. Application forms and further particulars are available from the Head of the school concerned unless otherwise stated.

**Inner London Area Payment (£402 per annum)** in addition to the appropriate London salary scale. Householder removal expenses may be paid wholly or in part to teachers accepting permanent teaching posts with the Authority when a change of residence is essential; payment covers cost of the removal of household effects, insurance in transit and travel for the teacher and family up to a normal maximum of £75, but payments in excess of this amount may be considered in exceptional circumstances. Teachers coming from service with another Authority may, in approved cases, receive assistance with the legal costs of house purchase (up to £200) and a grant towards the cost of services, fitted carpets or curtains etc. subject to purchase of the house within six months of taking up an appointment. In addition, a special allowance may be paid if a dependent family have to be left in the previous home while new accommodation is obtained in London. This allowance may be paid for a period not exceeding six months. The Authority's scheme of assistance with the cost of travel to school operates for appointments where the letters 'AT' are shown. Applications for posts up to and including Scale 2 should be made as soon as possible. The closing date for applications for posts above this level will be 14 days from publication date.

## SECONDARY SCHOOLS

### Headship

Please see separate Headship display for details of posts.

### Deputy Headships

Please see separate Deputy Headship display for details of posts.

### CLASSICS

### Heads of Department

### COMMERCIAL

### ART

### Post of Responsibility

### Scale 1 Post

### Scale 2 Post

### Scale 3 Post

### Scale 4 Post

### Scale 5 Post

### Scale 6 Post

### Scale 7 Post

### Scale 8 Post

### Scale 9 Post

### Scale 10 Post

### Scale 11 Post

### Scale 12 Post

### Scale 13 Post

### Scale 14 Post

### Scale 15 Post

### Scale 16 Post

### Scale 17 Post

### Scale 18 Post

### Scale 19 Post

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### Scale 31 Post

### Scale 32 Post

### Scale 33 Post

### Scale 34 Post

### Scale 35 Post

### Scale 36 Post

### Scale 37 Post

### Scale 38 Post

### Scale 39 Post

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### Scale 12 Post

### Scale 13 Post

### Scale 14 Post

### Scale 15 Post

### Scale 16 Post

### Scale 17 Post

### Scale 18 Post

### Scale 19 Post

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### Scale 38 Post

### Scale 39 Post

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### CLASSICS

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### ART

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**MAJAWI**  
**THE UNIVERSITY**  
**Chancellor College**

[illegible][illegible]

**NIGERIA**

**RAYERO UNIVERSITY  
COLLEGE:**

Applications are invited for posts of PHILLIPS ADEBAYO RENOYE SENIOR LECTURER IN TEACHING IN THE DEPARTMENT OF HISTORY.

A SPECIALIZATION IN WEST AFRICAN HISTORY. It is preferable that he will be responsible particularly for the modern history of Nigeria.

(b) ARCHAEOLOGY Candidates who have adequate experience in the organization of field survey and excavation or general knowledge of the archaeology of Africa and especially of the regions of Africa where archaeological work is being carried out.

[illegible]

Lecturer, NT 7762 to NH.  
 per annum (£60,524 to 19  
 per annum salary): Lectu-  
 £60,460 to £60,532 per  
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 superannuation scheme:  
 Detailed application con-  
 sidered. Enquiries: cur-  
 rent visit and naming the  
 referees should be forwarded  
 to the following address:  
 June, 1977 to the High  
 Commissioner, University  
 of Newcastle. Applicants  
 resident in U.K. should also  
 send a copy of their CV to:  
 Council of the University of  
 Newcastle, 100, London  
 Road, London  
 CVs further particulars  
 obtained from the  
 address.

# f Cleveland

LYTECHNIC  
Department of  
**DESIGNATE**  
(advertisement)  
from persons with prov  
trial experience, and admin  
post of Director of the Po  
of higher education in Cleve  
from the merger of

merger is JANUARY, 1976, a  
fill the post as soon as possible  
appointed can take a full p  
ee will include representatives  
Teesside Polytechnic, the G  
College of Education, the Cle  
ities and two representatives  
E: £12,180 (+ £180  
plement)  
Further particulars from  
Education Offices, Work  
ough, Cleveland TS1 3BN,  
ould be returned by 17th Jun

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should also send one copy to Inter-University Council, Block 7, Government Court Road, London W1A 0AT. Further particulars may be obtained from either address.

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LONDON

UNIVERSITY COLLEGE

Applications are invited for the post of DEPUTY VICE CHANCELLOR at University College London which will be vacated on 1 September 1978. The Successful Candidate will be appointed Vice-Chancellor of the College directly responsible to the Board of Governors, with overall academic leadership and authority over all staff. Professional tenure but not less than £10,000 per annum plus scale London allowance and superannuation.

Candidates should be male, not later than Friday, 26 June, by the Secretary, University College London, Gower Street, London WC1E 6BT, to whom further details may be obtained.

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County of Cleve

THE POLYTECHNIC

Appointment of  
**DIRECTOR DESIGN**

(Re-advertisement)

Applications are invited from persons of proven academic and/or industrial experience and administrative ability for the post of Director Design, the Institution of Higher Education, Cleveland, which is to be formed from the Teesside, Polytechnic and the Tees Valley Educational Institutions.

The target date for the merger is JANUARY 1979. The Authority intends to fill the position as soon as possible so that the person appointed can take part in the planning process.

The Appointments Committee will include members of the Government of the Teesside Polytechnic, members of the Teesside College of Education, the Cleveland Education Committee and representatives from the academic world.

SALARY SCALE: £12,180 (plus supplement)

Application forms and further par-

# County of Cleveland

## THE POLYTECHNIC

Appointment of

# DIRECTOR DESIGNATE

(Re-advertisement)

Applications are invited from persons with proven academic and/or industrial experience and administrative ability for the post of Director of the Polytechnic, the institution of higher education in Cleveland which is to be formed from the merger of the Teesside Polytechnic and the Teesside College of Education.

The target date for the merger is JANUARY, 1978, and the Authority intends to fill the post as soon as possible so that the person appointed can take a full part in the planning process.

The Appointing Committee will include representatives of the Government of the Teesside Polytechnic, the Governors of the Teesside College of Education, the Cleveland Education Committee and two representatives from the academic world.

**SALARY SCALE : £12,180 (+ £180 supplement)**

Application forms and further particulars from the County Education Officer, Education Offices, Wood Lane Road, Middlesbrough, Cleveland TS1 3BN, to which applications should be returned by 17th June, 1977.



## THE OPEN UNIVERSITY

## PART-TIME TUTORIAL AND COUNSELLING STAFF

Applications are invited for the following part-time posts to take effect from January, 1978:

## COURSE TUTORS AND TUTOR COUNSELLORS

In 1978 the University will be offering 117 courses in a broad range: Arts, Educational Studies, Mathematics, Sciences, Social Sciences and Technology. The courses are based on an integrated structure of correspondence assignments, radio and television broadcasts and a regionally organized tutorial and counselling system.

COURSE TUTORS are responsible for commenting on and grading students' written assignments, for replying to queries about students' work and for conducting tutorials, normally at local study centres.

TUTOR COUNSELLORS have duties similar to Course Tutors in relation to the tuition of a group of students on one of the five Foundation courses. They also have counselling responsibilities for a larger group of students on both Foundation and higher level courses, where they are required to give study advice to individual students and to help in organizing discussion groups at local study centres.

The time needed for University duties varies according to individual contracts, but on average will occupy perhaps one evening per week or its equivalent for most of the year. Appointments will be in the first instance, for one year.

Applicants should be graduates or graduate equivalent. Recent teaching experience in further adult or higher education is highly desirable. For certain courses industrial experience would also be an advantage.

To obtain application forms and further particulars send a POSTCARD to the Tutor Office, The Open University, P.O. Box 82, Walton Hall, Milton Keynes, MK7 8AU. Early application is advised and completed application forms should be submitted to one of the University's Regional Offices by the closing date of Friday, 17th June.

It should be noted that it is likely that existing members of the tutorial and counselling staff will be reappointed to many of the posts on continuing courses. There has been no previous recruitment, however, for the 12 courses to be presented for the first time in 1978.

(Note: Existing members of the University's part-time tutorial and counselling staff will be sent application forms before the end of May, as a matter of course.)

## Engineers, Physicists: have you got what it takes to be a teacher and a Naval Officer?

Teaching is one thing. Being an Officer in the Royal Navy is quite another.

You may, however, be one of the few people with the talent and the leadership potential to combine both these careers, as an Instructor Officer.

You'll be teaching students who have a genuine interest in their work. (After all, their careers depend on it.)

Your students might be men who work in nuclear submarines. Or in guided missile destroyers. Or who maintain Royal Navy helicopters.

But, no matter whom you're teaching or what you're teaching, one thing is certain. You'll expect you to do more than just a good job.

Apart from being responsible for the education and training of your students, you'll be responsible for their welfare.

And you'll be an Officer in the Royal Navy with all that this implies, as well as a teacher.

At 23 you could be earning £4,870 a year. You can join on a 5 year Short Career Commission with the option of leaving after 5 years. (With a tax free gratuity of £1,480.)

Or, if you like the life of an Instructor Officer in the Royal Navy, as most do, you can apply for a longer, pensionable commission.

If you'd like to find out more about a career as an Instructor Officer in the Royal Navy with all that this implies, as well as a teacher, write giving details of your qualifications to:

Minister of Command, J.M. Dobson, M.Sc., O.B.E., M.L.E., R.N. (S.A.C.), Old Admiralty Building, Spring Gardens, London SW1A 2BB.

ROYAL NAVY OFFICER

## UNIVERSITIES Appointments continued

## NIGERIA

## UNIVERSITY OF IBADAN

Applications are invited for the following posts in the Department of Education:

For these posts, applicants should have a degree in Education or a related subject, and a minimum of two years' experience in the field of education.

For the post of Lecturer in the Department of Education, applicants should have a degree in Education or a related subject, and a minimum of two years' experience in the field of education.

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## Fellowships Studentships and Research Awards

## LEICESTER

## SCHOOL OF EDUCATION

## STUDENTSHIP

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## Principal

Northbrook Community Home/School. (£8,198-£8,822 p.a.) + £312 Pay Award Supplement

Northbrook is a controlled Community Home with Education on the premises.

Situated on the eastern outskirts of Exeter and caters for 60 boys (14-18 years) all of whom are in the care of Local Authorities.

Applicants should have relevant experience in the administration and management of Community Homes at a senior level. Applications will be welcomed from any of the major disciplines that are relevant to the care of teenage boys, with manifest multifactorial difficulties.

Housing available. J.N.C. Conditions of Service.

Further details and Application Form from:

Mr. J. D. Hanson, Director of Social Services, County Hall, Exeter. Tel: 77877. Ext: 519. Closing Date: 17.8.77.

## DEVON

## MINISTRY OF DEFENCE Army Department

An active, well qualified and experienced teacher required in September, 1977 or as soon as possible thereafter, as:

## LECTURER GRADE 1

At The Infantry Junior Leaders' Battalion, Sir John Moore Barracks, Shorncliffe, Kent. To teach junior soldiers, in the age range 16 to 18 years.

GENERAL SUBJECTS to include Science, Map Reading, Methods of Instruction and the Functions of Leadership. The successful candidate will be either a science graduate or have a science based teaching qualification and be able to play a full and active part in the life of the unit.

Salary: In accordance with current scales for Lecturers in Establishments for Further Education (England and Wales), at present £2,408-£4,377 p.a. plus the supplement, according to qualifications and experience.

Allowances. (a) Pensionable: £582 p.a. Longer Working Year Allowance.

(b) Non-pensionable: £879 Excessive Duty Allowance. Superannuation. The appointment is pensionable under the Teachers' Superannuation Act and the successful candidate will be granted established civil servant status.</









**RECREATION & AMENITIES DIVISION**

# PLAYLEADERSHIP ORGANISER

Grade AP3 £2,922 to £3,282 + supplement  
£312 if over 18

We are seeking an enterprising person to organise and develop our well established playleadership programme. Duties will include the programming and control of all playleadership activities, the direction of full and part-time staff and budgetary control. Removal expenses paid in approved cases and casual user car allowance is paid.

Further details and application forms may be obtained from the Personnel Officer, Town Hall, West Bromwich B70 8DX. (021-589 2434).

Closing date 3rd June, 1977

**OVERSEAS**  
Appointments continued

**ITALY**  
English Primary Day School seeks young experienced teachers of English and Latin in the town of Frosinone. Salary £2,500 per annum plus housing allowance. Applications should be sent to the Director of Education, Via Roma 10, 01100 Frosinone.

**BAHAMAS**  
AUGUSTINE'S CATHOLIC HIGH SCHOOL, MATHEMATICS, SCIENCE, and PHYSICS teachers. Also one Domestic Science teacher. Salary £2,500 per annum plus housing allowance. Applications should be sent to the Director of Education, Via Roma 10, 01100 Frosinone.

**AFRICA**  
TEACHERS (all subjects) urgently needed in rapidly growing schools. Salary £2,500 per annum plus housing allowance. Applications should be sent to the Director of Education, Via Roma 10, 01100 Frosinone.

**BERMUDA**  
BERMUDA COLLEGE, ENGLISH, MATHEMATICS, SCIENCE, and PHYSICS teachers. Salary £2,500 per annum plus housing allowance. Applications should be sent to the Director of Education, Via Roma 10, 01100 Frosinone.

**KUWAIT**  
RUMAIL EDUCATIONAL CENTRE requires teachers of English, Mathematics, Science, and Physical Education. Salary £2,500 per annum plus housing allowance. Applications should be sent to the Director of Education, Via Roma 10, 01100 Frosinone.

**SWEDEN**  
TEACHERS (all subjects) urgently needed in rapidly growing schools. Salary £2,500 per annum plus housing allowance. Applications should be sent to the Director of Education, Via Roma 10, 01100 Frosinone.

**AUSTRIA**  
TEACHERS (all subjects) urgently needed in rapidly growing schools. Salary £2,500 per annum plus housing allowance. Applications should be sent to the Director of Education, Via Roma 10, 01100 Frosinone.

**JAPAN**  
TEACHERS (all subjects) urgently needed in rapidly growing schools. Salary £2,500 per annum plus housing allowance. Applications should be sent to the Director of Education, Via Roma 10, 01100 Frosinone.

**GERMANY**  
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# OVERSEAS TEACHING POSTS

**TUTOR IN ENGLISH AND ARABIC (OMAN)**  
Royal Guard Regiment Boys' School, Seeb. To teach English and Arabic to local Arab staff and British Teachers. Some library and translation duties and participation in extra-curricular activities. Salary £8,048 to £8,012 p.a. tax free. Benefits, free furnished accommodation; annual increment; terminal gratuity; 12 weeks passage-paid home leave annually. Two-year contract renewable. 77 AS 70

**JUNIOR SCHOOL TEACHER (BRAZIL)**  
St Paul's School, Sao Paulo. To teach general subjects (ages 9-11) and to co-ordinate junior mathematics. Qualified teachers preferably with a BEd and at least three years' experience. Particularly suitable for married man whose wife is a qualified primary teacher. Salary £5,300 to £7,500 p.a. Benefits overseas and accommodation allowances; medical scheme; superannuation; contract for two school years renewable. 77 PS 20

**ELT ADVISER AND CHIEF INSPECTOR (YEMEN)**  
Ministry of Education, Sana'a. Candidates, men only, should have a postgraduate TEFL diploma and at least seven years' school teaching experience. Salary £5,210 to £7,054 p.a. tax free plus 10 per cent inducement allowance. Benefits, free furnished accommodation; medical benefits; two-year contract renewable. 77 AE 5

**2 ASSISTANT TEACHERS (VENEZUELA)**  
The British School, Caracas. An independent mixed day school for pupils 5-12 years. One junior teacher (8-9); one infant teacher (6-8) for mid-September 1977. Qualified teachers, women only, aged 26-35 with at least three years' experience. Salary £4,884 p.a. Benefits, include annual bonus; outfit grant; two-year contract renewable. 77 PS 71-72

**SENIOR ENGLISH TEACHER (BAHRAIN)**  
Muharrag and Al Hoorra Girls' Secondary Schools (Commercial Sections). Candidates, women only, must have a degree and a teacher's certificate together with substantial experience in teaching English to Commercial students. Salary £3,318 to £4,876 p.a. tax free. Benefits, free accommodation overseas and children's allowances; two-year contract renewable. 77 AS 38

# THE BRITISH COUNCIL

# ADMINISTRATIVE ASSISTANT

to the  
Secretary for Higher and Further Education Affairs  
of the  
Methodist Division of Education and Youth  
 Clerical support given

Particulars of Post and Application Form (return by 14th June) from the General Secretary, Methodist Church Division of Education and Youth, 2 Chester House, Pages Lane, Muswell Hill, London N10 1PR.

# NALGO EDUCATION DEPARTMENT

Applications are invited from people interested in contributing to the work of the department in the education services. There are vacant posts in the following grades:

(a) Senior Officers  
£4,551 to £5,304 plus £435 London Weighting

(b) AP 3/4  
£3,234 to £4,014 plus £435 London Weighting

Applicants for posts on the Senior Officers grade must have a relevant professional qualification or degree, and substantial administrative experience. Applications for the other post will be considered from those who are still studying for a professional qualification. Renewals for application forms and further information should be sent, together with a self-addressed envelope, to the General Secretary, NALGO, 1 Mansfield Place, London WC1H 9AJ. Forms should be returned by 8 June, 1977.

**LEEDS CITY COUNCIL**  
Department of Education  
**General Adviser (English)**  
Ref. TES/141  
Salary £2,950-£7,803 + £312 per annum  
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**SENIOR ASSISTANT EDUCATION OFFICER (Further Education)**  
POST E.46  
Salary P.O.3—£7,407 to £8,007, plus £312 supplement  
Applications are invited for this third-tier post within the Central Education Office of this Authority. The essential requirements for this senior post are a degree and relevant teaching and administrative experience. Generous resettlement allowances are available. Application forms and further particulars obtainable, stamped addressed envelope, please, from the County Education Officer, Education Department, Grimsby Road, Ipswich IP4 1LJ.

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**CORNWALL**  
Education Department  
**ENGLISH ADVISER**  
Required as soon as possible, an English Adviser to be responsible for Language Development along the lines suggested in the Bullock Report. Salary in accordance with the Southbury Senior Subject Advisers range £6,489-£7,113 + £312 + £189 supplements.  
Further details and an application form on receipt of a stamped addressed envelope may be obtained from the Secretary for Education, County Hall, Truro, TR1 3JA, to whom they should be returned by 3rd June, 1977.

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